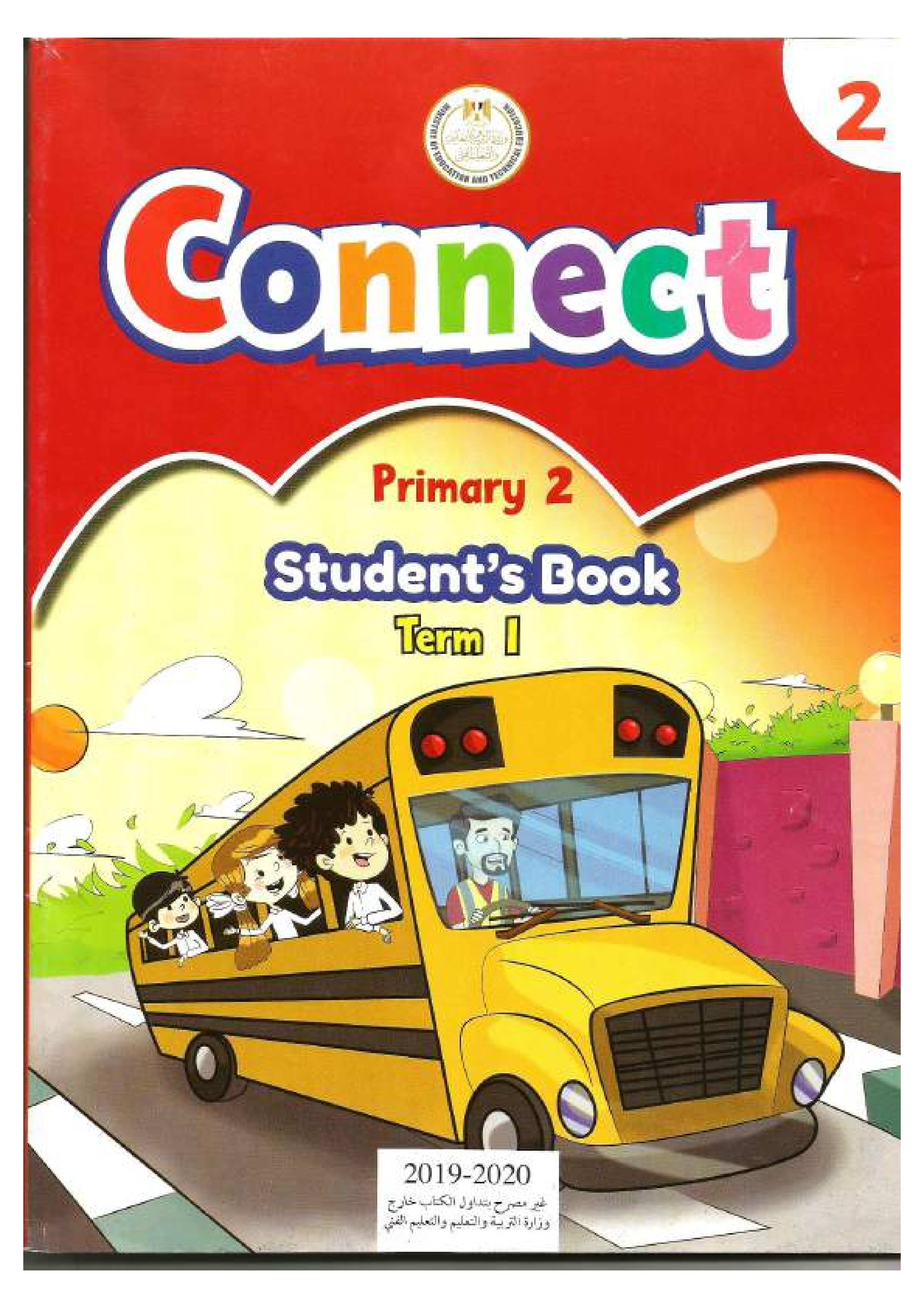

2
Connect
Primary 2
Student's Book
Term 1
2019-2020
غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني



Primary 2

Student's Book

Term 1

Andrea Turner and Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki

Minister of Education and Technical Education

Remember the characters

1



2



3



4



5



6



Contents

Scope and Sequence

Who am I?

Unit	Vocabulary	Language	Phonics
1 Meet my family	*parents, cousin, grandma, grandpa, grandparents, child/children, friends: Good morning, Good afternoon, Good evening, Good night*	***This is** my mother.* ***These are** my parents.* *I (help my family) in the afternoon.* *I clean the house.*	**ch:** **ch**ildren, **ch**icken, **ch**ips, bea**ch** **i:** ch**i**ldren, ch**i**cken, ch**i**ps
2 My body	*arm, face, foot/feet, head, leg, tooth/ teeth, beak; boy, girl; smell, touch, see, hear, taste*	*I'm a boy. I'm a girl.* *Who am I? I'm an engineer.* *You're a boy.* ***I have** a (face).* ***I have** two (ears).* ***I can** smell with my nose.* *He can't run.*	**th:** **th**ree, mou**th**, ba**th**room, **th**row, **th**irteen, too**th** **ee:** thr**ee**, thirt**ee**n, gr**ee**n, t**ee**th, b**ee**
3 Off to school	*boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen*	***It's** my dress. **It's** your hat. **It's** yellow.* ***They're** my socks.* ***They're** your shoes.* ***How many** (boots) are there?* ***There are** (twelve).* *We (sit down).*	**sh:** fi**sh**, **sh**arpener, **sh**ark, tra**sh**, **sh**op, **sh**eep, T-**sh**irt, **sh**irt **ar:** sh**ar**k, sh**ar**pener, c**ar**
Review 1	Revision of units 1–3		

Who am I?

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Greetings and self-management: New friends **Empathy:** I help my family	**Appreciation of science and scientists:** Parts of the day **Love of family and friends:** New friends I love my family	**Community participation:** New friends!	**Science:** Parts of the day **Math:** Using bar charts
Critical thinking: Observation: Defining relationships between different objects; birds and humans **Creativity: Project:** Handprint bird	**Respecting diversity**	**Non-discrimination issues**	**Science:** My amazing body; Life stages **Math:** Counting body parts
Self-management : Follow classroom instructions	**Respect for different jobs**	**Citizenship:** Awareness of rights and duties in the classroom	**Social Science:** Jobs in a school; Clothes for school **Math:** three- dimensional shapes

Self-management
Problem solving

Scope and Sequence

The world around me

Unit	Vocabulary	Language	Phonics
4 Time to play sports	karate, basketball, football, swimming, tennis; team; kick, hit, throw; racket, ball; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred	***Can*** *you (play football)?* *Yes, I can.* *No, I can't.* *Hala can play tennis. She can't play basketball.* *It's your turn.* *Thank you.* *I'm healthy.* *I swim.*	**gr:** gray, grandma, green, grandpa **bl:** black, blue
5 My day	get up, eat, drink, play, go home; clock; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	*What time is it?* *It's (three) o'clock.* *It's four thirty.* *I* ***get up*** *at (eight thirty).* *Hany* ***gets up*** *at seven.*	**pl:** play, please, plane, planet **cl:** clock, classroom, cloudy, clay
6 Healthy lunches	bread, a burger, chicken, fries, fruit, grapes, ice-cream, juice, water; hungry, thirsty; good to eat, not good to eat	*Would you like some (water)?* *Yes, please. No, thank you.* *I'd like some (juice).* *What's your favorite food?* *It's bread.* *Does he like (oranges)?* *Yes, he does* *No, he doesn't* *Do you like (grapes)?* *Yes, I do.* *No, I don't.*	**fr:** fries, fruit, friends, frog **dr:** drink, draw, dress, drum
Review 2	Revision of units 4-6		
Fiction reader		The Gingerbread Man	

The world around me

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Decision-making: Exercise is healthy **Collaboration and cooperation:** A team game; A poster about teamwork **Communication: Good listening:** Self-expression; non-verbal communication	**Respect for others**	**Preventative health:** Exercise is healthy	**Math:** Learn to count with Busy Bee! **Science:** Exercise is healthy
Self-management: Talking about your day; recognizing the importance of good time keeping	**Respect for rules**	**Citizenship:** Awareness of rights and duties	**Science:** The planets in the solar system
Critical thinking: Observation: Hard and soft material **Collaboration:** Making a healthy lunch	**Curiosity**	**Preventative health:** Healthy and unhealthy food	**Geography:** Places in town **Science:** Hard and soft materials

Communication
Self management

Communication
Problem solving
Creativity

Let's remember



1 Listen and match











Busy Bee

Hana

Hany

Miss Mona

Youssef



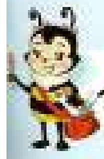
2 Ask and answer





Amira

Reading and writing



1 Read and trace

1 I can see two black dogs.

2 These are green apples.

3 This is a blue car.

4 The big camel is yellow.

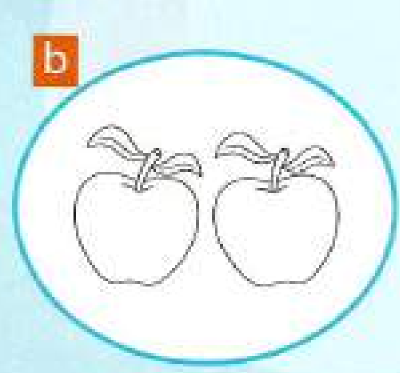
5 The red pencil is under the blue table.

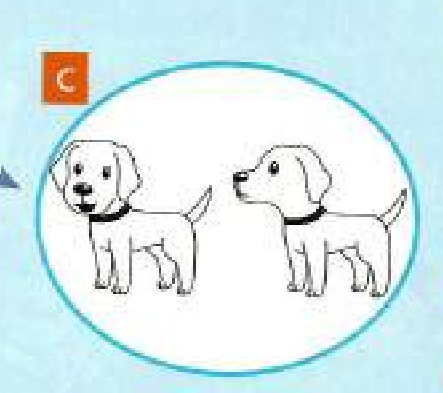
6 They're orange socks.



2 Match and color

a

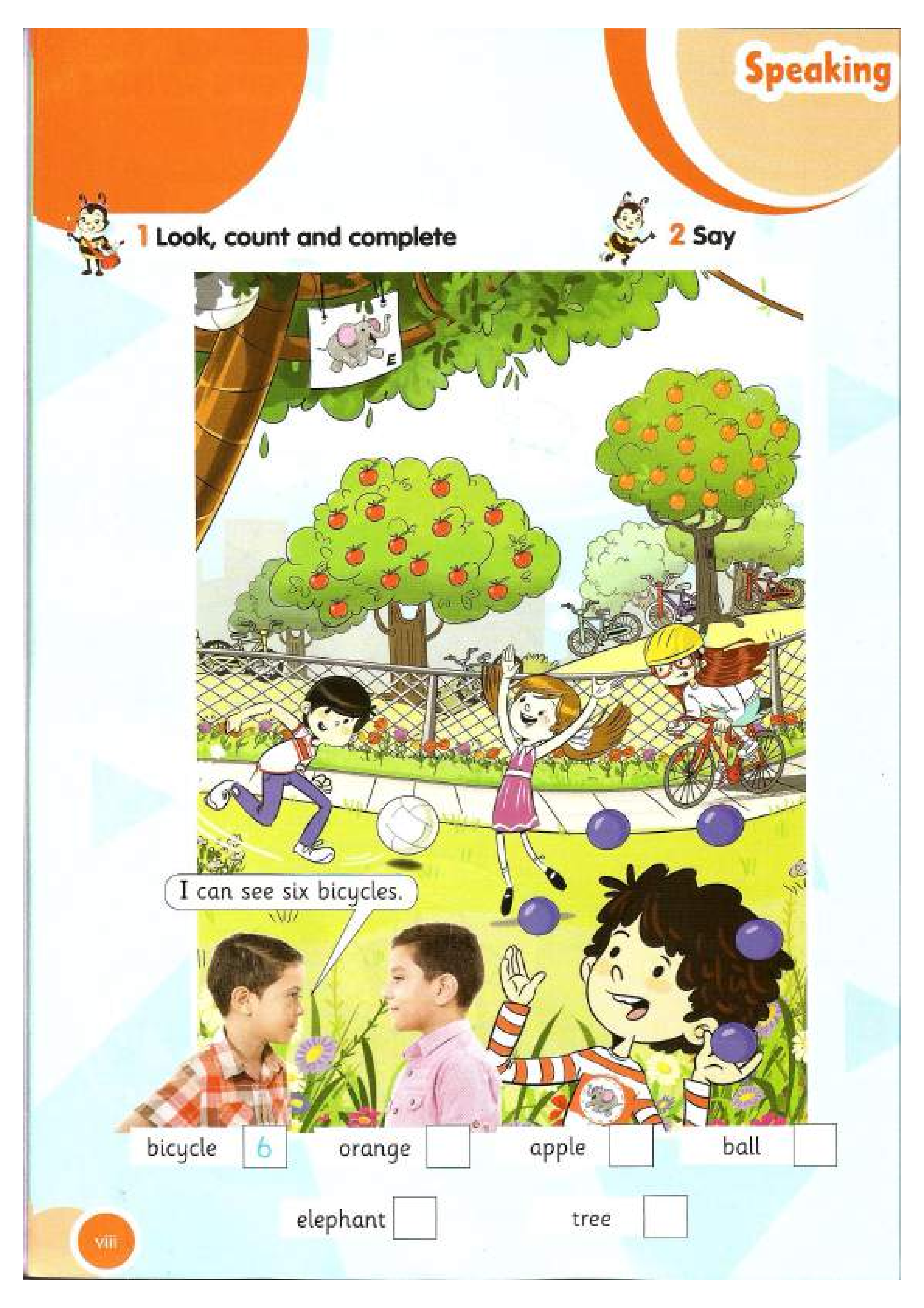

b


c


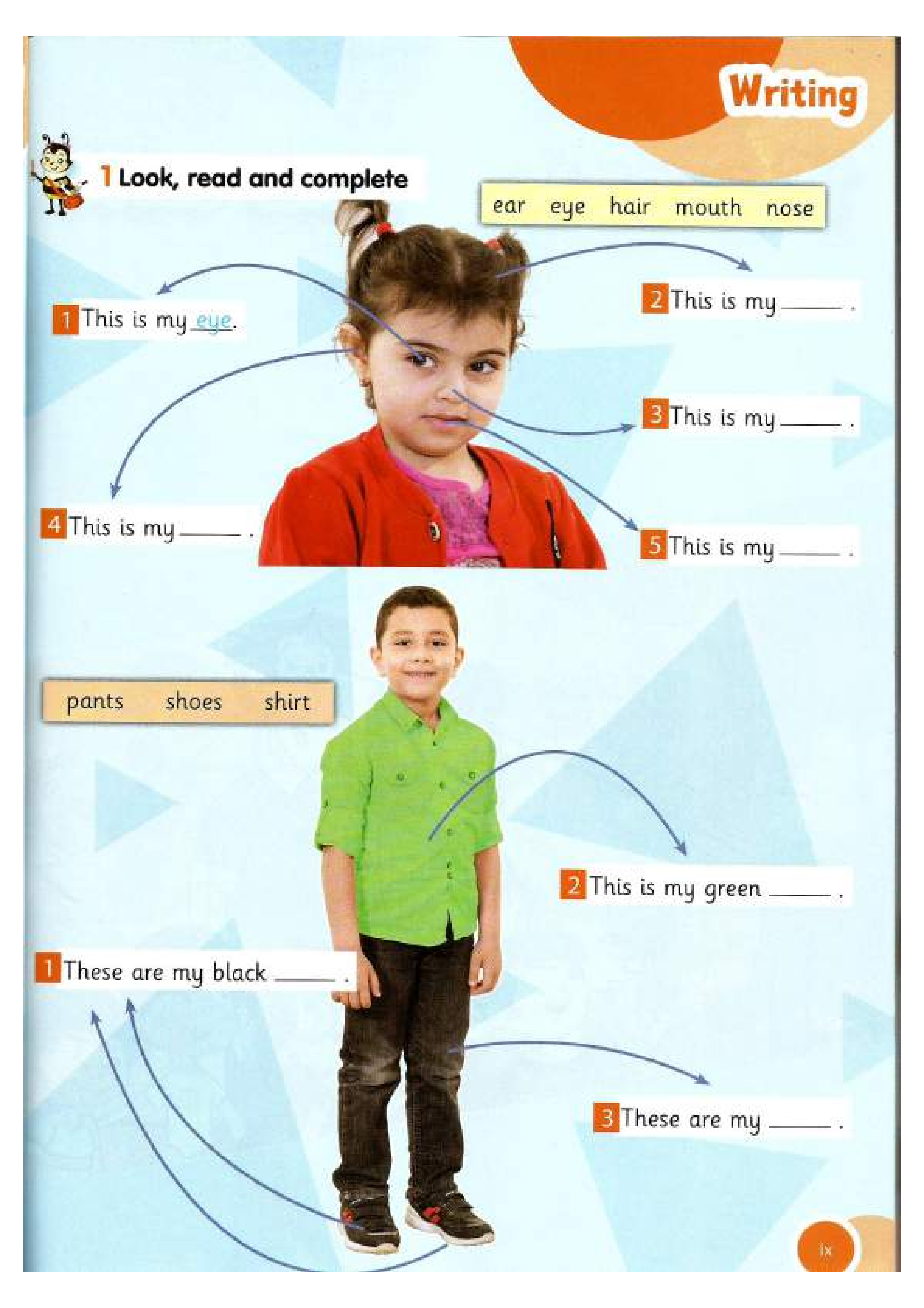
d


e


f

Speaking
1 Look, count and complete
2 Say
E
I can see six bicycles.
bicycle 6
orange
apple
ball
elephant
tree
viii


Writing
1 Look, read and complete
ear eye hair mouth nose
1 This is my eye.
2 This is my ____ .
3 This is my ____ .
4 This is my ____ .
5 This is my ____ .
pants shoes shirt
1 These are my black ____ .
2 This is my green ____ .
3 These are my ____ .
ix

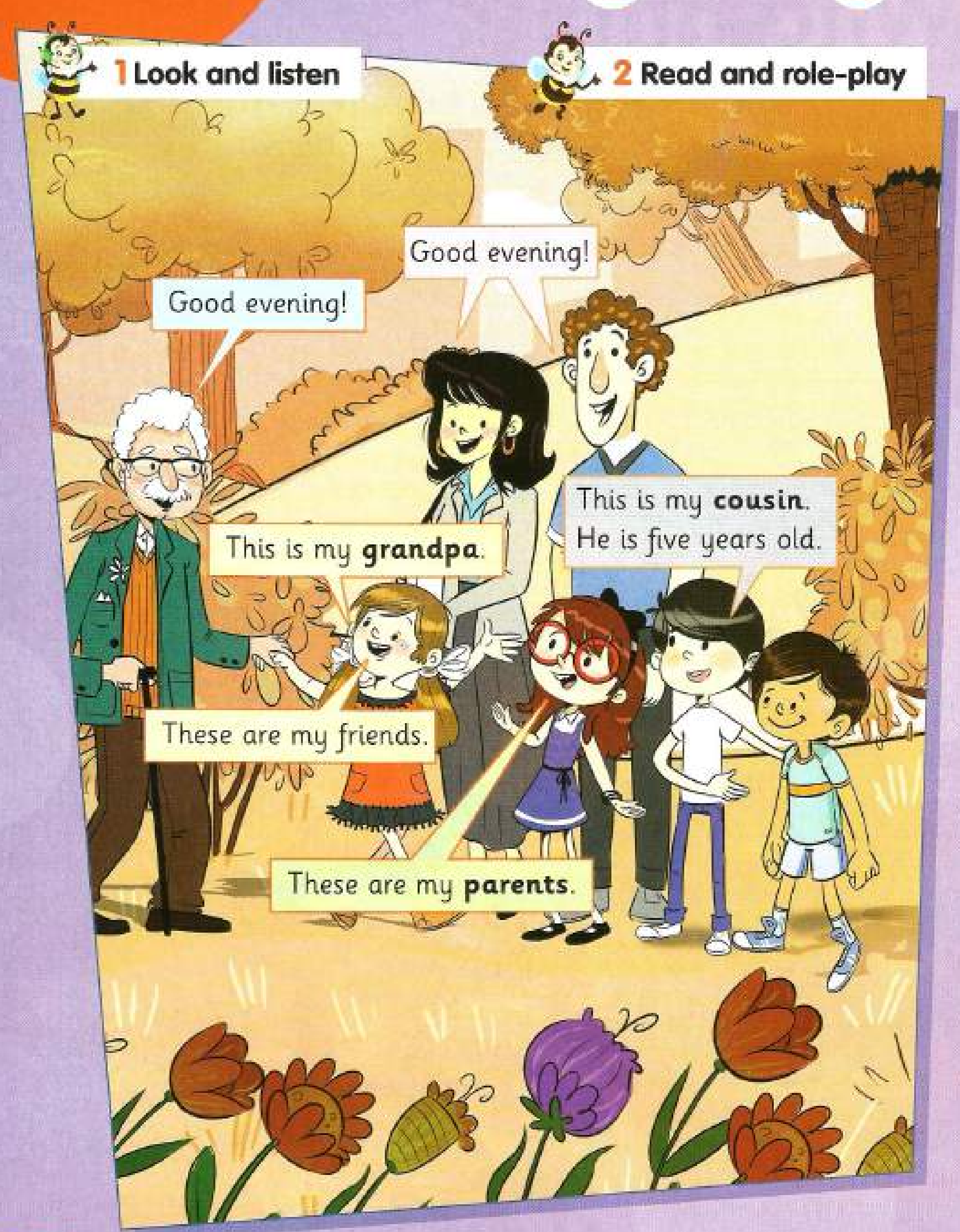

Theme 1:


Who am I ?

Unit 1 Meet my family

1 Look and listen

2 Read and role-play



Listening and reading

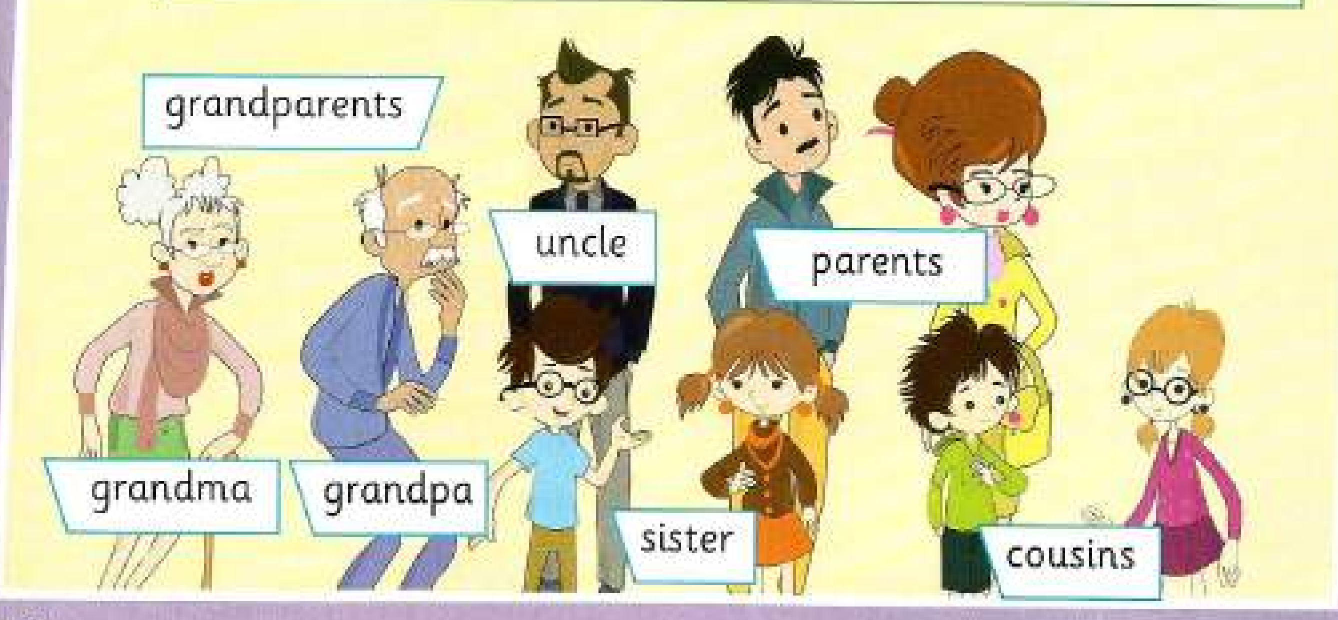




1 Listen and read



Let me introduce my family. These are my grandparents. This is my uncle. His name is Amr. He wears glasses. Look at my parents. My father is a teacher and my mother is a nurse. My sister Amina is five. My cousin Mona is eight and my cousin Mazen is six.





2 Read and match


1

This is my cousin Mona. She's eight.


2

My sister Amina is wearing an orange skirt and a brown jacket.

This is my uncle. He wears glasses.


3

These are my parents.


4

Language: *This is my ... These are my ...*
Vocabulary: *family, grandparents, grandma, grandpa, parents, sister, cousins*

Greetings



1 Read and say

1

Good morning, Grandma!

Good morning, dear!









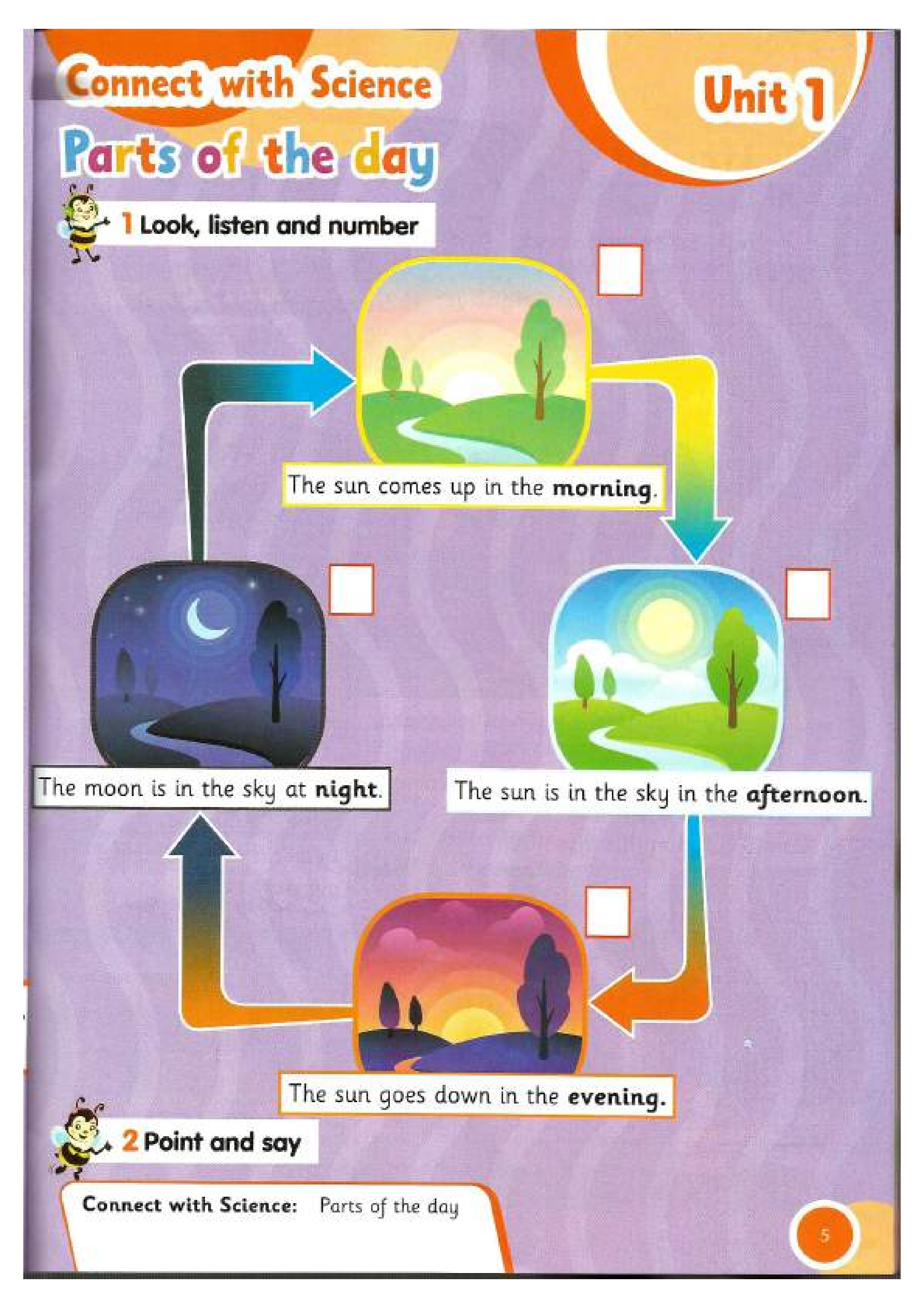
2 Listen, read and sing

I say **good morning** to my mom,
and she says good morning to me.

I say **good afternoon** to my grandpa
and he says good afternoon to me.

I say **good evening** to my grandma,
and she says good evening to me.

I say **good night** to my dad,
and he says good night to me.


Connect with Science
Unit 1
Parts of the day
1 Look, listen and number
The sun comes up in the morning.
The moon is in the sky at night.
The sun is in the sky in the afternoon.
The sun goes down in the evening.
2 Point and say
Connect with Science: Parts of the day
5



Story

New friends



1 Look, listen and read



2 Role-play

Hany and Hana have new **neighbors**.

1

Good morning! I'm Rana.

I'm Ramy. These are my parents. This is **my sister**.

I'm Hana. This is my brother, Hany.

Hany and Hana want to play with Ramy and Rana.

2

Come and play this afternoon.

I can't. I have to help my **parents**.

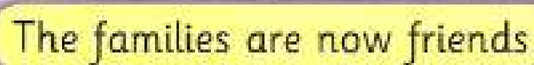
We can **help**.



3

Finished!

Thank you. Let's play!



4





ch i

Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and circle ch











3 Listen and circle i

chips

chicken

children

Phonics: the *ch* and *i* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z



Unit 1

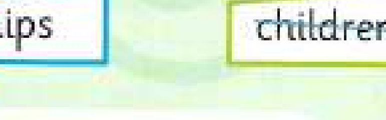
Learn to write with Busy Bee!



1 Look and write



2 Say



chips | ~~children~~ | beach | chicken

1



......children......

2



....

3



....

4

....

3 Read and sort



4 Sing

one syllable	two syllables

a b c d e f g h i j k l m n o p q r s t u v w x y z

Life skills

I help my family



1 Listen and read



2 Role-play

1



I help my **family** in the morning. I **make my bed**.

2



I help my teacher at school. I **tidy** the classroom.

3



I help my family in the afternoon. I **clean** the house.

4



I help my family in the evening. I **wash** the dishes.



3 Read and complete

I help my family ....

....



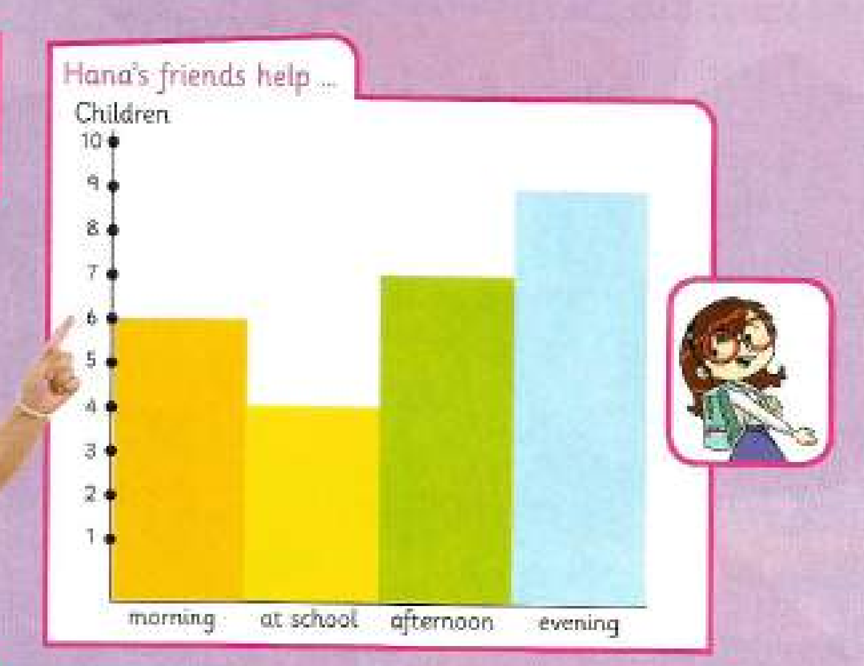
Life skills: Empathy

Connect with Math

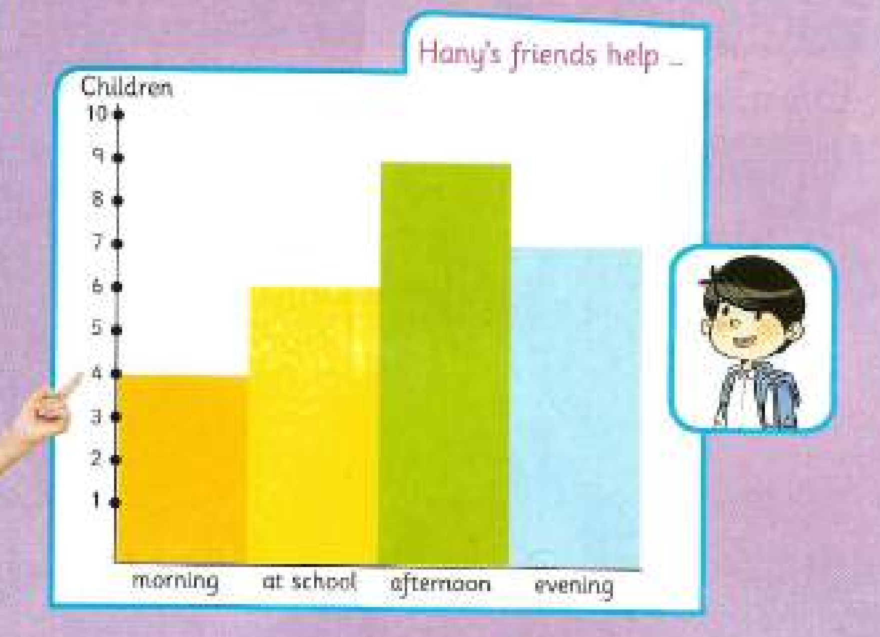


1 Look, count and say









2 Read and complete the sentences

1. ...10...friends help in the morning.
2. .... friends help in the evening.
3. 16 friends help in the ....
4. 10 friends help at ....

Project: My family photo album



1 Read and do. Work in groups



1 Cut a big heart. Decorate your heart.



2 Draw, then stick your family photos.



3 Write the names of your family.

Show and tell

Unit 1



1 Show and tell

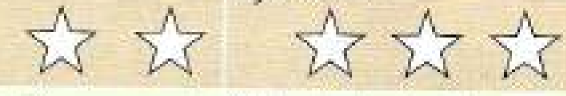


Language: *This is my family photo album.*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read about family and greetings with the help of my teacher.	I can read all family words and greetings on my own.	I can read and write about family and greetings. 
Phonics  ch i	I can read words with *ch* and *i* letter sounds with the help of my teacher.	I can read the words with *ch* and *i* letter sounds on my own.	I can write words with the *ch* and *i* letter sounds on my own.
Life skills 	I rarely help my family.	I sometimes help my family.	I help my family when they need me.  
Science /Math 	I can read bar graphs with the help of my teacher.	I can read bar graphs on my own.	I can use bar graphs to give information.  
Project 	I worked alone to make the photo album. 	I worked with my group to make the photo album.  	We helped each other to make a photo album.   

Play time



1 Look, read and match



2 Now write

1 Good morning!

2 Good evening!

3 Good afternoon!

4 Good night!

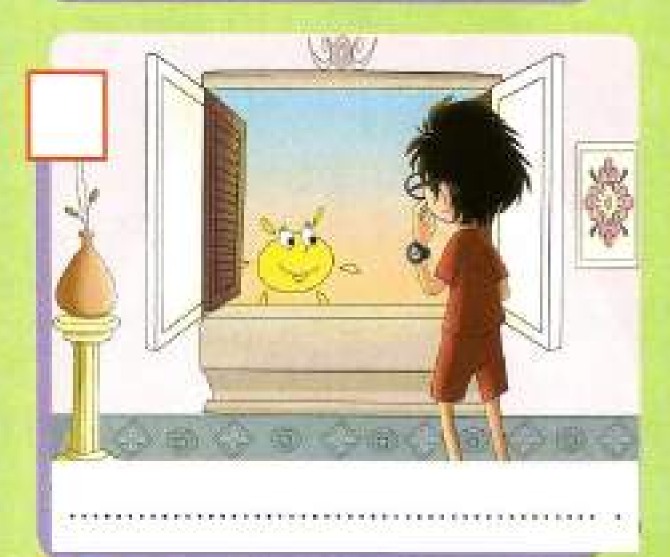




....



....



....



....



1 Look and write



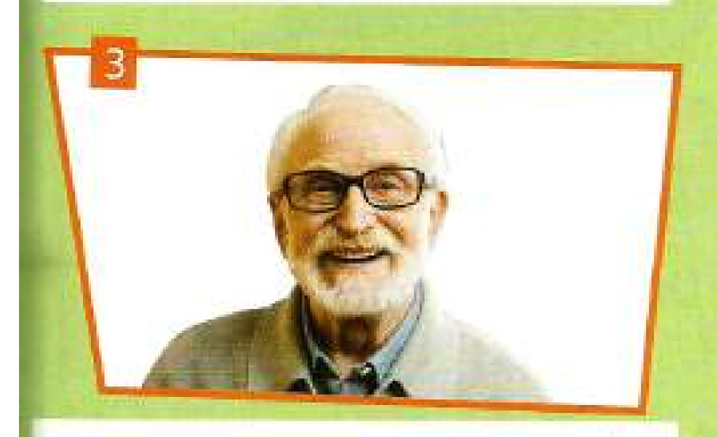
This is my | These are my



...These are my... parents.



.... cousin.



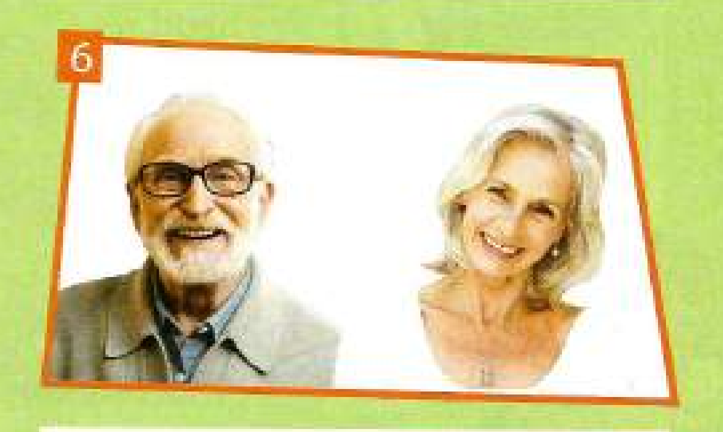
.... grandpa.



.... cousins.



.... friend.



.... grandparents.

Teacher assessment    

Unit 2 My body

1 Look, listen and find





Listening and speaking

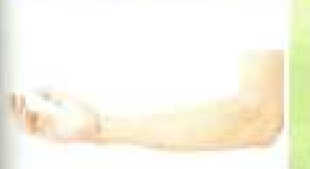
I have a head



1 Listen, point and say


head


face


arm


legs


foot


feet


tooth

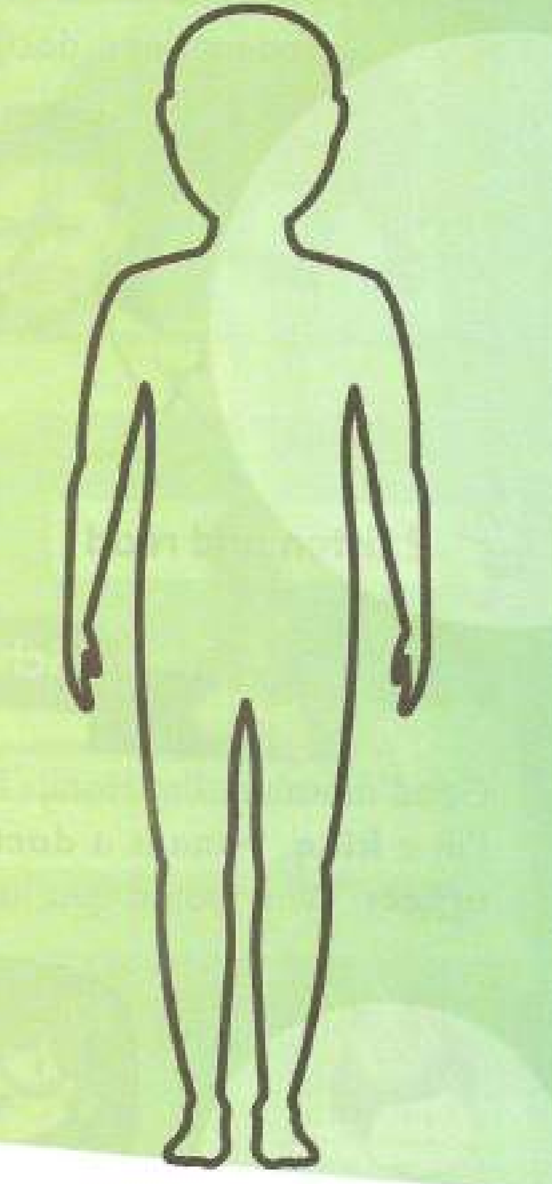

teeth



3 Sing



2 Draw and complete



1 This is me. I have two ...., ..., and ....
2 I have one ....
3 I have many ....

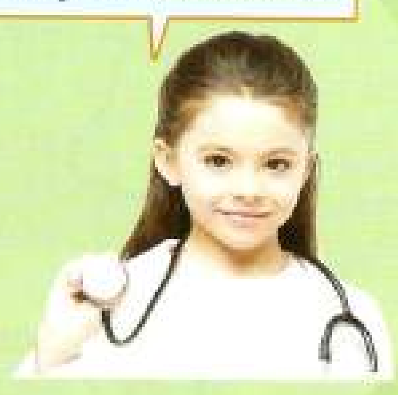
Language: *I have a head. I have teeth. I don't have a beak.*
Vocabulary: *head, face, arm, leg, foot, feet, tooth, teeth*

Who am I?



1 Listen and read

I'm Aya. I'm a girl.
Today, I'm a doctor.



Hello. I'm Sherif. I'm a boy.
Today, I'm an engineer.



2 Listen and read



3 Complete and say

School Costume Party

Good morning. I'm Hany. Today we have a costume party at school. I'm a **king**. Hana is a **doctor**. Amira is **Busy Bee**. Youssef is a **police officer**. Who would you like to be?



1 Hany is a ....

2 Hana is a ....

3 Amira ....

4 Youssef ....

Unit 2



1 Read and write

an elephant   a bird   a monkey   a cat

1

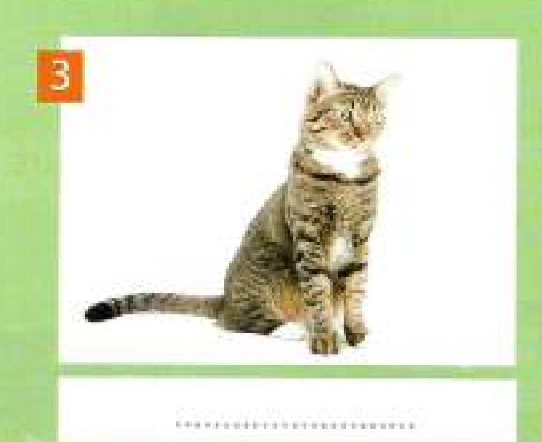


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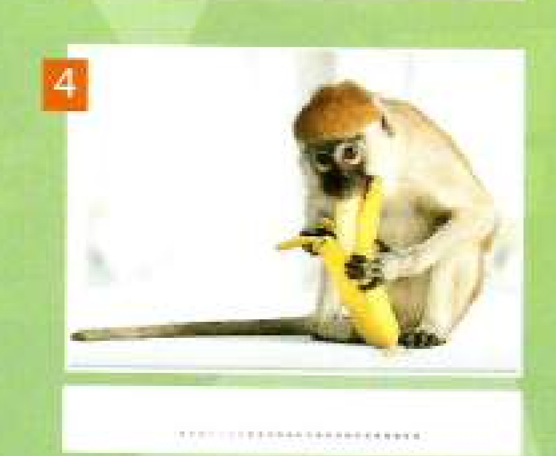
....

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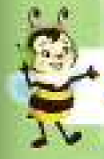


....

4



....



2 Listen, read and answer

1 I have a big head and big ears. I have four feet. Who am I? ....

2 I have two legs. I have no arms. I have a **beak**. Who am I? ....

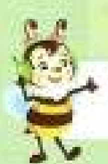


3 I have two legs and two arms. I eat bananas. Who am I? ....

4 I have four legs. I have **fur**. Who am I? ....

Connect with Science

My amazing body



1 Look, listen and complete



2 Point and say

hear   kick   run   ~~see~~   speak   throw

1



I can ......see...... with my eyes.

2



I can .... with my ears.

3

I can .... with my legs.

4

I can .... with my feet.

5

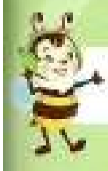


I can .... with my arms.

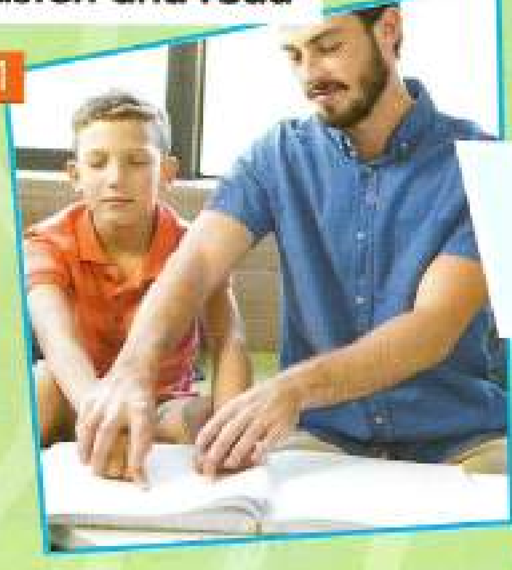
6



I can .... with my mouth.



1 Listen and read



1

This is my friend Ziad. He can't see. He can read with his hands.

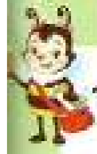
2

This is my cousin Mariam. She can't hear. We can speak with our hands.



3

This is my brother Aser. He can't run. We can play.



2 Read and match

1 Ziad can't	[ ]	**a**	play
2 Ziad can	[ ]	**b**	hear
3 Mariam can't	[1]	**c**	see
4 Aser can	[ ]	**d**	read

Values / Life skills:
Respecting diversity



th ee

Learn sounds with Busy Bee!



1 Look, listen and complete



2 Repeat



t h ree



mou _ _



ba _ _ room



_ _ row



3 Look, listen and complete with ee



thirt _ _ n



gr _ _ n

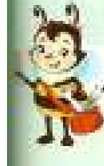


a b c d e f g h i j k l m n o p q r s t u v w x y z

Phonics: the *th* and *ee* sounds



Learn to write with Busy Bee!



1 Look and complete. Then say



te eth



_ _ r e e



m o u _ _



g r _ _ n



t o o _ _



b _ _

a b c d e f g h i j k l m n o p q r s t u v w x y z



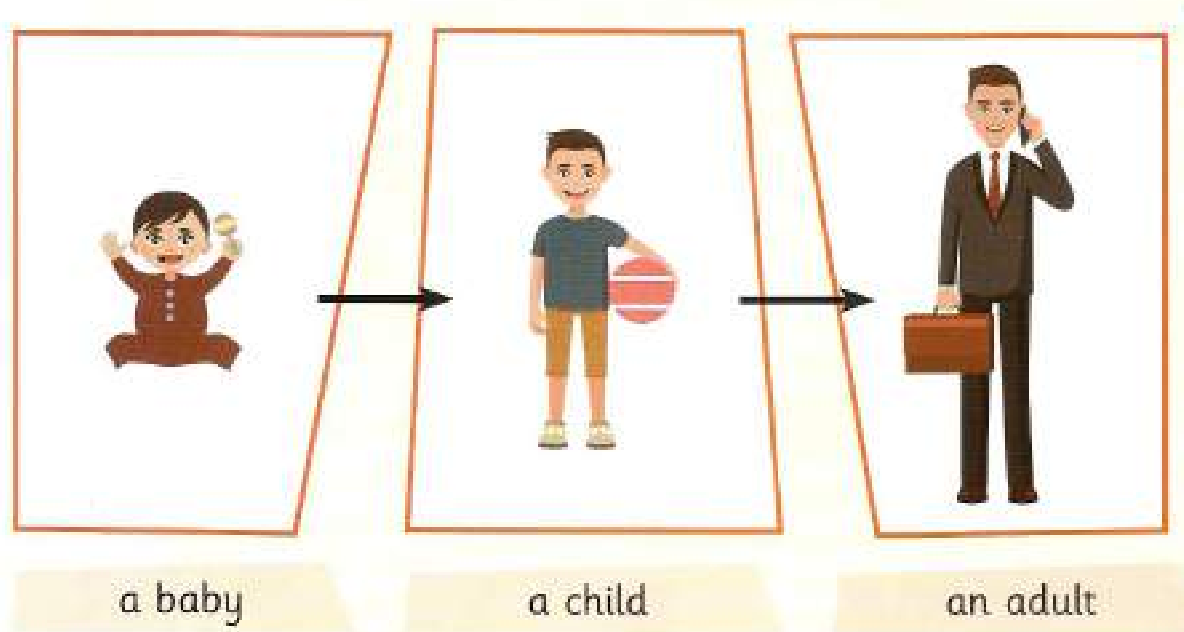
How we grow



1 Listen, read and say

This is how we grow. A person starts as a **baby**. The baby grows into a **child**. The child grows into an **adult**.

A person



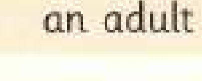
a baby | a child | an adult



2 Look, listen and number in order



3 Now say



A bird



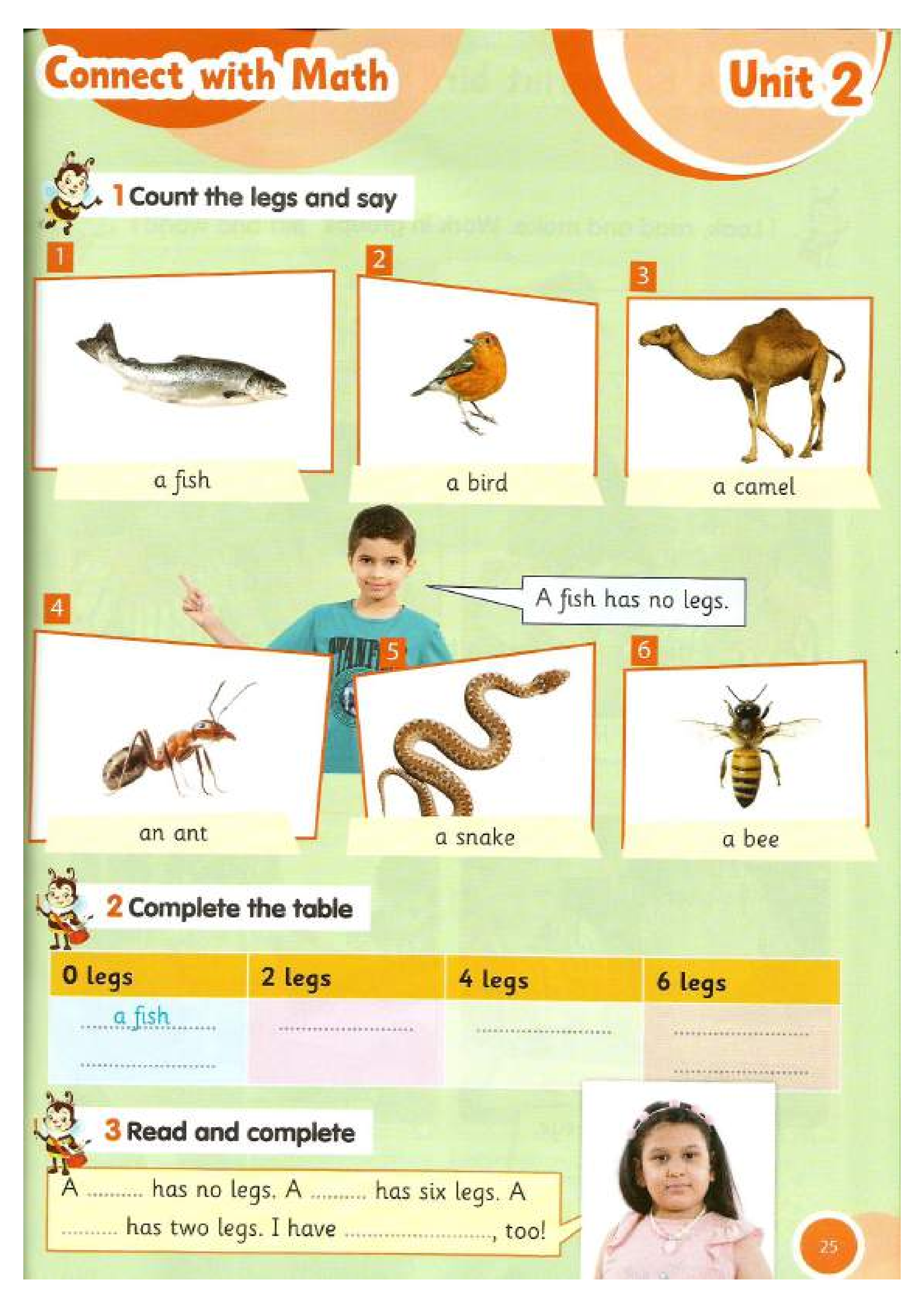
an adult bird



an egg



a baby bird



1 Count the legs and say

1 a fish

2 a bird

3 a camel

4 an ant

5 a snake

6 a bee

2 Complete the table

0 legs	2 legs	4 legs	6 legs
a fish	....	....	....
....			....

3 Read and complete

A .... has no legs. A .... has six legs. A .... has two legs. I have ...., too!

Project: A handprint bird



1 Look, read and make. Work in groups





Paint your hand.



Make a handprint.



Draw a beak, an eye, 2 legs and 2 feet.



Decorate.



1 Show and tell

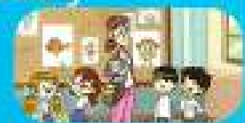


Language: *This is my bird. It is red. It has two legs and a beak.*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read most body words and words describing the senses. ☆	I can read all body words and words describing the senses. ☆☆	I can read and write body words and words describing the senses. ☆☆☆
Phonics 	I can read words with *th* and *ee* letter sounds with the help of my teacher. ☆	I can read words with *th* and *ee* letter sounds on my own. ☆☆	I can use the *th* and *ee* letter sounds to complete different tasks. ☆☆☆
Life skills 	I stay away from friends who are different. ☆	I respect friends who are different. ☆☆	I help friends who are different. ☆☆☆
Science /Math 	I can read about how people and birds grow with the help of my teacher. I can count body parts of some birds and animals with the help of my teacher. ☆	I can read about how people and birds grow on my own. I can count body parts of animals and birds. ☆☆	I can describe how people and animals grow. I can compare the number of body parts of different animals and birds. ☆☆☆
Project 	I worked alone to make a handprint bird. 	I worked with my group to make a handprint bird. 	We helped each other to make a handprint bird. 

Play time

1 Look and write

arm face feet foot head leg

1 arm

2 ____________

3 ____________

4 ____________

5 ____________

6 ____________

2 Point and say

I have two arms.



1 Look and complete the drawing



2 Color and write

I'm a boy.

I'm a girl.





Teacher assessment    

Unit 3 Off to school



1 Look, listen and read



2 Role-play

They're your **glasses**, Hana.

It's your **hat**, Amira.

It's my **watch**. Thank you, Ms. Mona.

coats

They're my black **boots**.

Listening





1 Listen, point and say





2 Listen, read and number

1. It's my watch. It's brown. I like my watch!

2. There are my glasses. I wear them when I read.

3. Look! It's my hat. It's yellow. I like to wear my hat in the summer.

4. Look at your boots. They're red.

5. Your coat is blue. You wear it in the winter.

6. My shirt is green and black. I like it.















3 Sing

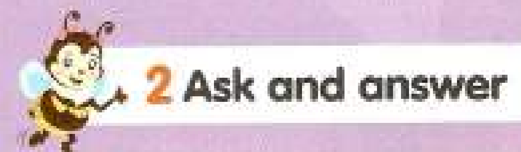
Language: *It's my hat. They're your boots.*
Vocabulary: *boots, dress, glasses, hat, coat, shirt, watch, clothes*

Connect with Math

How many?



1 Look and count. Then write



2 Ask and answer

10 pairs of glasses	☐ coats	☐ pairs of boots	☐ dresses	☐ watches

Green Eyes

Clothes Shop

OPEN

SALE

How many pairs of glasses are there?

There are 10.

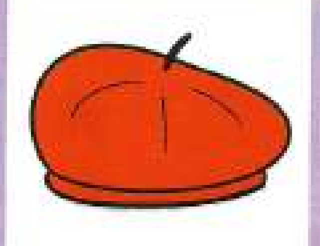
Connect with Math

Unit 3



1 Look and complete the bar graph. Then say





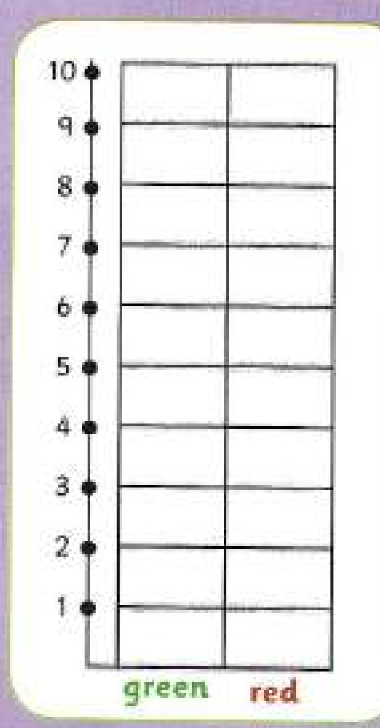






2 Ask and answer





Reading

In the classroom



1 Look, listen and read

This is my school in Suez. We go to school early. We sit down to start our lessons. We listen to our teacher, Mrs. Hadeer. It's time for our art class. I draw two trees and a flower.
We stand up to say goodbye to our teacher. We go home at 2.30 pm. At six o'clock, I do my homework.



2 Write about yourself

This is my school in .... I start school at .... I .... to my teacher. I like to draw .... in my art class. At ...., I go home.

This is me.

Life skills

Unit 3



1 Listen, read and number











2 Role-play with a partner

3 Write in the correct order

1 ....

2 ....

3 ....

4 ....

5 ....

Self-management: Follow classroom instructions



Learn sounds with Busy Bee!



1 Write sh



2 Listen and repeat

1


fish

2


.....arpener

3


.....ark

4


tra......

5


.....op

6


.....eep



3 Read and circle ar. Then say



sh**ar**k



sh**ar**pener



c**ar**

Phonics: the *sh* and *ar* sounds





Unit 3

Learn to write with Busy Bee!



1 Look and write. Then say

fish	sharpener	shirt	car	shark	T-shirt

1

sharpener

2

....

3

....

4

....

5

....

6

....

2 Read and sort

one syllable	two syllables	three syllables
fish		

a b c d e f g h i j k l m n o p q r s t u v w x y z

Connect with Social Studies



Jobs

We all help at school.



1 Look, listen and complete

nurse gardener 

cleaner



1 A ..carpenter. makes tables and chairs for school.



2 A .... makes me healthy for school.



3 A .... looks after the school garden.



4 A .... cleans the school.



2 Trace and complete

My favorite person is .... because ....

Connect with Math

Unit 3



1 Listen, read and match

A carpenter is very clever. He can make wood into many different shapes. Can you match the shapes with their names?



a


1 This is a **cone**.

b


2 This is a **cube**. We can play with it!

c


3 These are **spheres**. They look like planets.

d


4 These are **pyramids**.

e


5 This is called a **cylinder**.

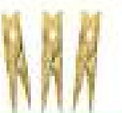
Vocabulary: *cone, cube, sphere, pyramid, cylinder*



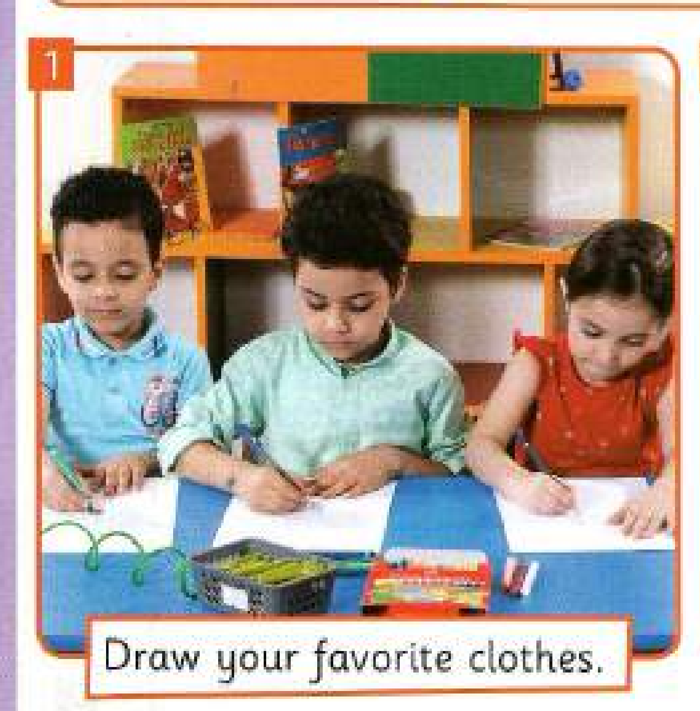
Project: My favorite clothes



1 Read and make. Work in groups

1



Draw your favorite clothes.

2



Color them.

3



Label your clothes.

4



Put up your picture.

Show and tell

Unit 3



1 Show and tell





Language: *They're my favorite pants. They're blue.*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read about clothes and jobs with the help of my teacher. ☆	I can read about clothes and jobs. 	I can read and write about clothes and jobs. 
Phonics 	I can read words with *sh* and *ar* letter sounds with the help of my teacher. 	I can read the words with *sh* and *ar* letter sounds on my own. 	I can read other words with the *sh* and *ar* letter sounds on my own. ☆☆☆
Life skills / Values 	I rarely help at school. I can follow classroom instructions with the help of my teacher. ☆	I follow classroom instructions. I respect all jobs at school. 	I help my friends follow classroom instructions. I respect all jobs and help at school. ☆☆☆
Science /Math 	I can count some items in a picture. I can read words that describe different geometric shapes with the help of my teacher. 	I can count all items in a picture. I can read words that describe different geometric shapes on my own.	I can ask and answer on the number of items in a picture. I can use geometric shapes to describe different objects. 
Project 	I had problems working with friends to make my favorite clothes display. ☆	I worked with my group to make a favorite clothes display. 	We helped each other to make a favorite clothes display.

Play time

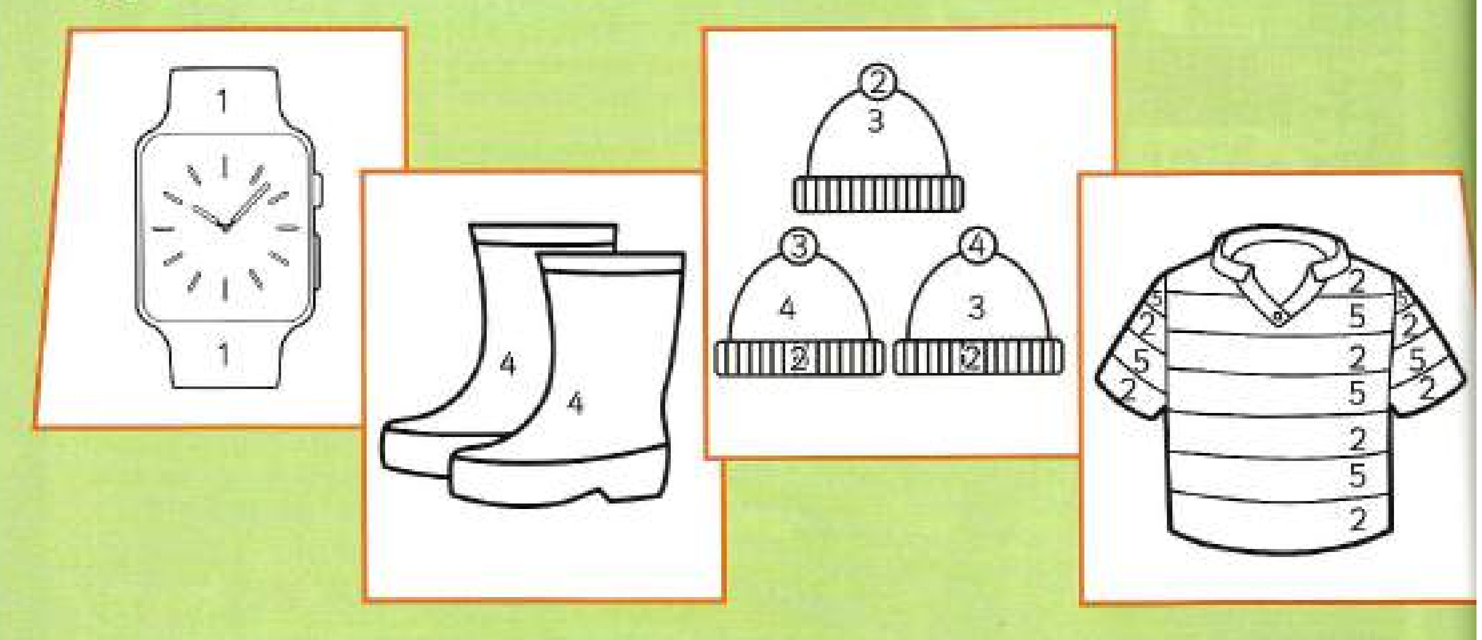


1 Read and match





2 Look and color by number



1 brown | 2 green | 3 red | 4 gray | 5 blue



1 Look, read and write

draw	listen	paint	sit down	~~stand up~~	write

1



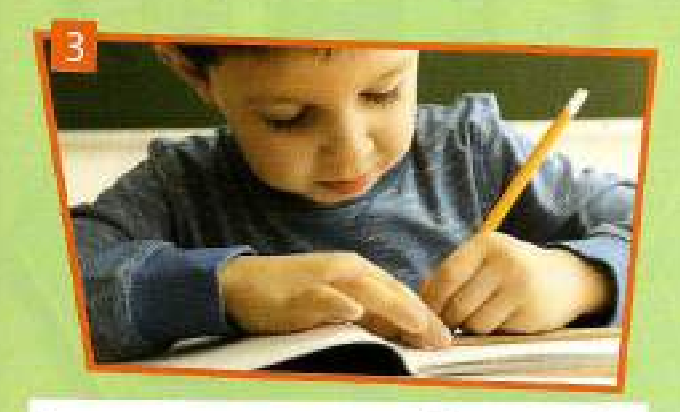
I stand up .

2



I .... a picture.

3



I .... my homework.

4



I .... a picture.

5



I ....

6



I .... to my teacher.

Teacher assessment    



Listening and speaking

1 Listen and say

2 Ask and answer

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Revision of vocabulary from Units 1-3

Reading



1 Read and match

1



2



3



4

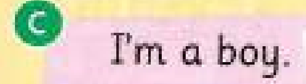


5



6





a I have a brown coat. 4

b There are six girls.

c I'm a boy.

d It has four legs.

e These are my cousins.

f These are my boots.

Revision of vocabulary and language from Units 1-3



Writing



1 Read and complete

Morning

In the morning,
I ……………………………………… .

Afternoon

In the afternoon,
I ………………………
……………………………… .





Night

At night, I
……………………………
…………………………… .

Evening

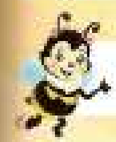


In the evening,
I ……………………………………………… .

Revision of vocabulary and language from Units 1-3

Review 1

Phonics



1 Say the sounds

i ar ee ch sh th



2 Listen and complete

1



There are __ree __ildren on a bea__.

2



A c__penter makes a __air.

3



Tou__ your mou__.

4



The ch_ldren have thr__ __ickens.



3 Circle and say

1



ar i ee

2

13

ch sh th

3



ch sh th





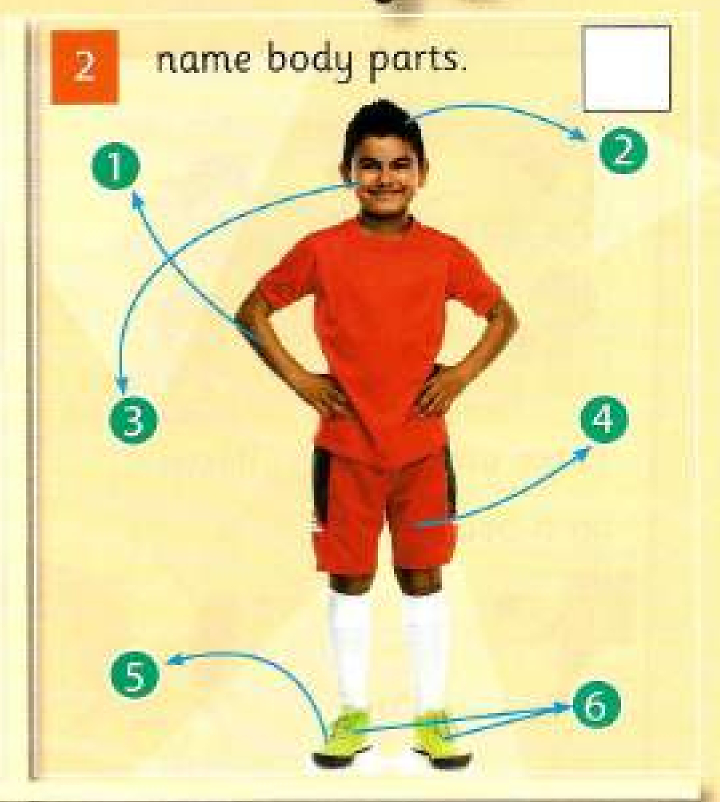
Self Assessment

1 Tick what you can say

1 name family members. ☐



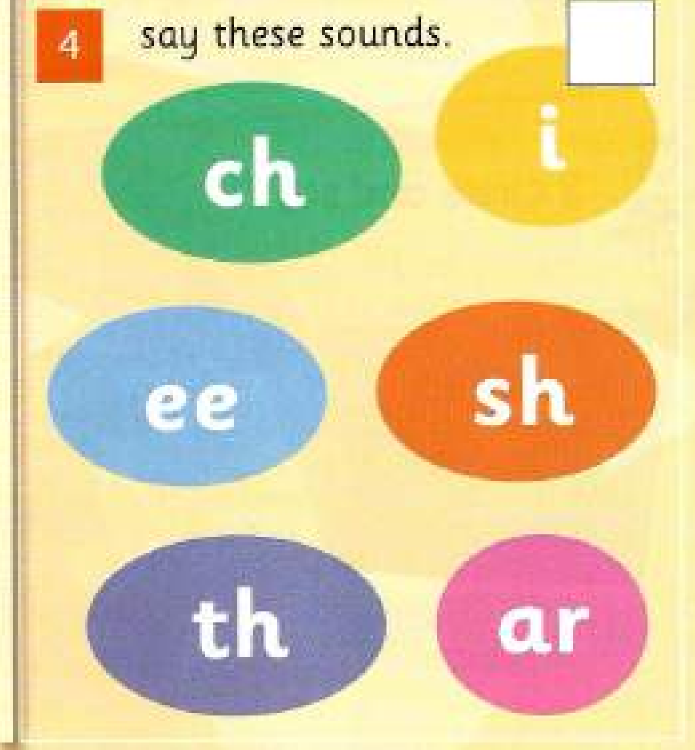
2 name body parts. ☐



3 name clothes. ☐



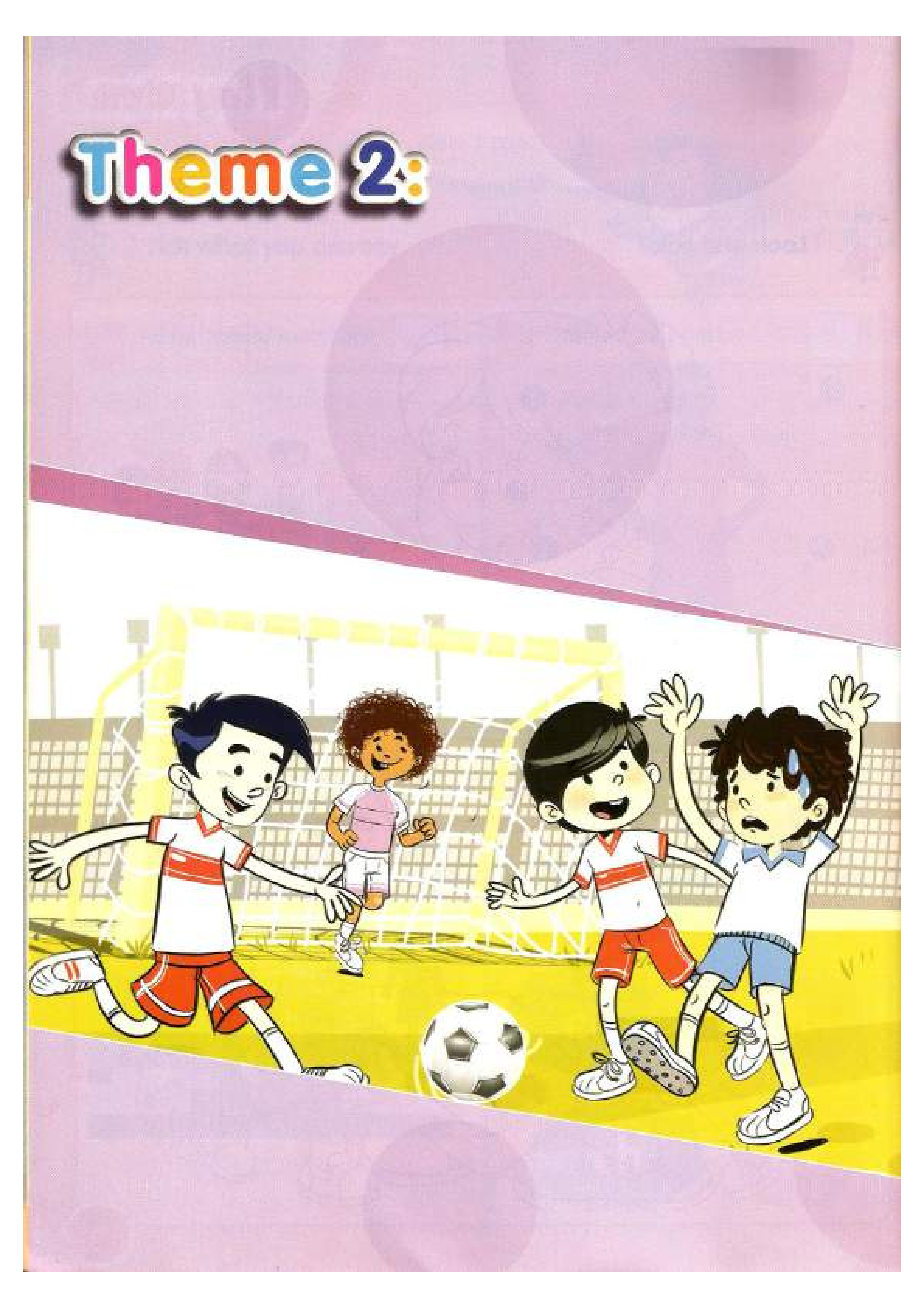
4 say these sounds. ☐

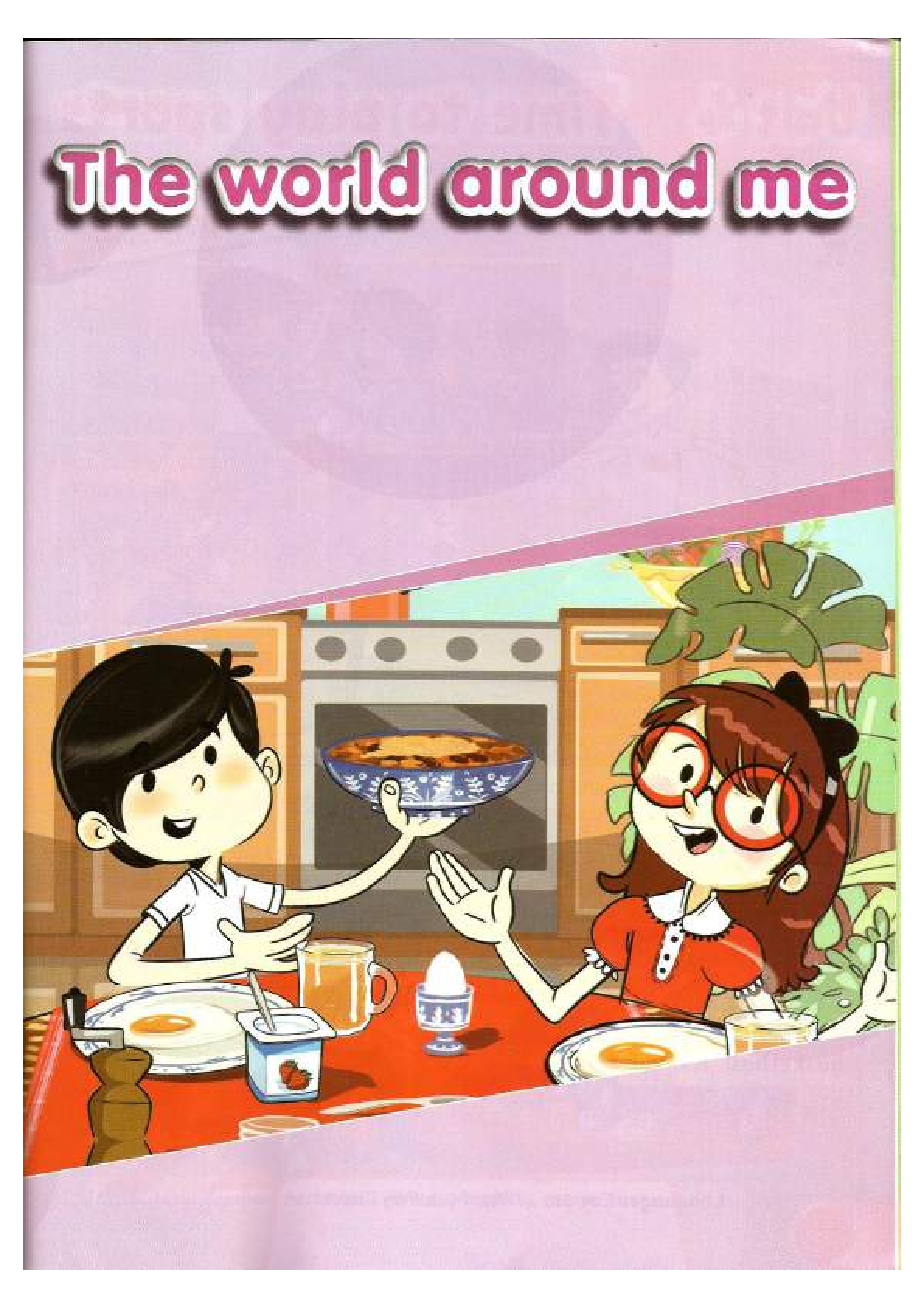






1 Look and color


Theme 2:


The world around me

Unit 4 Time to play sports

It's break time. The children are in the playground.

1 Look, listen and read

Can you **kick** the ball?

No, I can't. It's hard.

We can help you. We are one **team**.

Can you **throw** the ball?

Yes, I can. I love **basketball**. It's fun!

Language: *Can you ...? Yes, I can./No, I can't.*

Listening

Unit 4



1 Look and match



2 Listen and check

1 

2 

3 

4 

5 

6 

tennis

football

karate

swimming

basketball

team



3 Listen and complete



4 Read to your partner

tennis run hit swimming



I'm Sara. I'm seven years old. I like ....
I can .... fast. I can ....
the ball. My brother's name is Seif. He likes
.... He doesn't like tennis.

Vocabulary: *football, basketball, karate, swimming, tennis, team*

At the Sports Club



1 Listen, read and guess the name

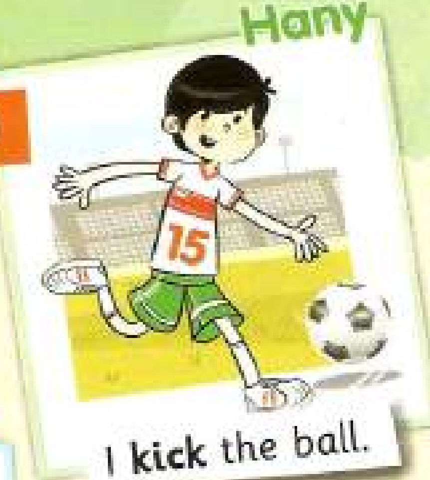
At the Sports Club

At the sports club,
We have lots of fun!
We play, we jump,
We skip, we run!

I play **football**.
I am number fifteen.
I wear a white shirt
And my shorts are green.

I play **tennis**.
I have a **racket** to **hit**.
I hit the ball hard.
I like to stay fit!

I play **basketball**.
Can you guess my name?
I **throw** the ball in the basket,
And my team wins the game!



I **kick** the ball.



I **hit** the ball with my **racket**.



I **throw** the ball.



2 Circle the correct answer

1 Who throws the ball?	Hana	Amira
2 Who kicks the ball?	Hany	Hana
3 What does Hana hit the ball with?	her hand	her racket
4 Who plays basketball?	Hana	Amira



3 Sing

Vocabulary: *kick, hit, throw, racket, ball*
Language: *This is my racket.*
I (kick / hit / throw) the ball.

Make a survey

Which game can you play?



1 Make a class survey. Ask and answer





Name	football	tennis	karate	basketball
Dina	✗	✓		



2 Use the table to write sentences

1 Dina can ....

2 ....

3 ....

Reading



1 Listen and read. Then circle the correct answer



1

My name is Yasser. I can play football. I play in a team. I kick the ball. I run fast. It's fun!



2

My name is Jana. I can play basketball. I play in a team. I throw the ball. I put it in a basket. I run fast, too. It's fun!

1 What does Jana play?	football	basketball
2 Who plays football?	Yasser	Jana
3 Why do Yasser and Jana play sports?	It's fun!	It's bad!



2 Complete about yourself

I can play ....

I can't ....

This is me.

I play alone/in a team.

Communication: good listening; self-expression; non-verbal communication

Connect with Math

Learn to count with Busy Bee!



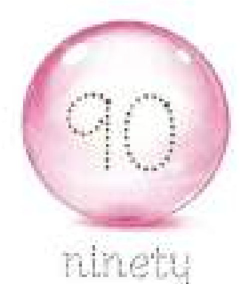
1 Listen, read and trace

10 ten | 20 twenty | 30 thirty | 40 forty | 50 fifty

60 sixty | 70 seventy



eighty



ninety | 100 one hundred



2 Complete, then say

1. $10 + 10 =$ ....20....
2. $50 - 40 =$ ....
3. $20 - 10 =$ ....
4. $60 + 10 =$ ....
5. $30 + 20 =$ ....
6. $90 - 10 =$ ....

Ten plus ten is twenty.



Fifty minus forty is ten.

Connect with Math: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

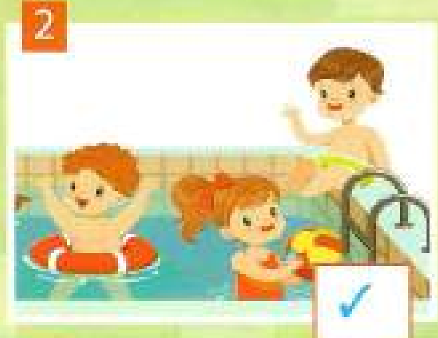
Connect with Science

Exercise is healthy



1 Healthy things are good for your body. Check (✓) the healthy things

1


2

✓

3


4


5


6


7


8




2 Listen and complete

healthy runs plays drinks eats

Hatem is .... He ....
he .... tennis. He ....
water. He doesn't watch too much TV.
He .... healthy food.

3 Read to your partner



Issues: Preventative health



1 Play the game with your friends

Start		1 Touch your nose.	2 Say 'hello!'	3 Can you play tennis?
4 Touch your mouth.	5 What is 8 + 5?	6 Draw a dog.	7 Touch your pencil.	8 Say 'fish'.
9 What color are your shoes?	10 What is your dad's name?	11 Can you play football?	12 Stand up!	13 Say 'beach'.
14 What is 6 + 9?	15 Touch your leg.	16 Say '20'.	17 Draw a cat.	18 Can you jump?
19 What is 7 + 4?	20 Say 'goodbye'.	End		





Learn sounds with Busy Bee!



1 Listen and repeat







2 Look and circle gr and bl











blue

Phonics: the *gr* and *bl* sounds

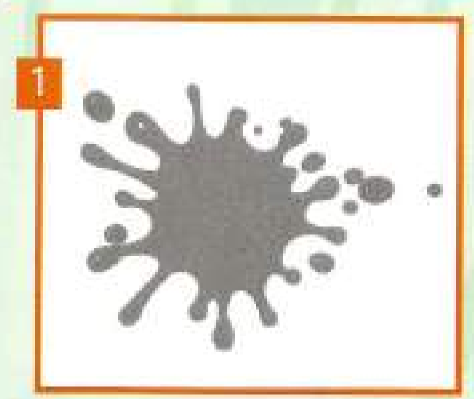


Unit 4

Learn to write with Busy Bee!



1 Look, write and say



gray











a b c d e f g h i j k l m n o p q r s t u v w x y z

Project : My sports poster



1 Read and do. Work in groups.



2 Now say



Preventative health: The importance of sports
Language: *My favorite sport is (basketball).*

Show and tell

Unit 4



1 Choose your favorite sport and wear the clothes. Now say



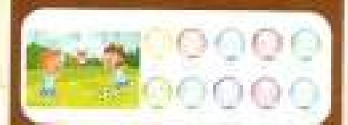


I can play tennis. It's my favorite sport.

Self Assessment



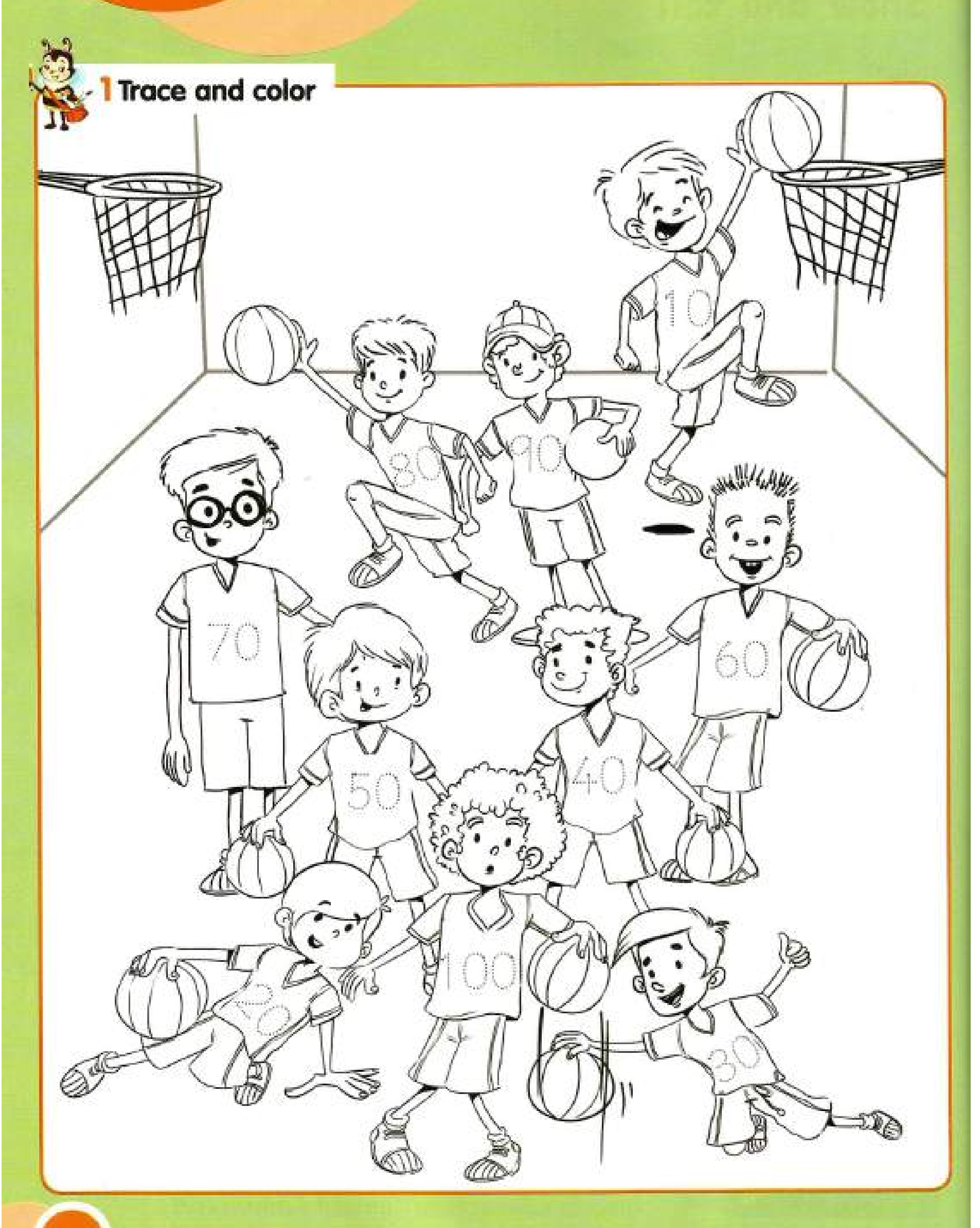
Read and color the stars that describe your effort

Vocabulary 	I can read most sports words and sports verbs. ☆	I can read all sports words and sports verbs. ☆☆	I can read and write all words related to sports. ☆☆☆
Phonics 	I can read words with *gr* and *bl* letter sounds with the help of my teacher. ☆	I can read the words with *gr* and *bl* letter sounds on my own. ☆☆	I can read and write words with the *gr* and *bl* letter sounds. ☆☆☆
Life skills 	I exercise when I have time. ☆	I sometimes exercise. ☆☆	I always exercise to keep fit. ☆☆☆
Science/Math 	I can read most numbers and numerals from 10 - 100. ☆	I can read and write numbers and numerals. ☆☆	I can use numbers and numerals from 10 -100 to add and subtract. ☆☆☆
Project 	I worked alone to make a poster about sports. ☆	I worked with my group to make a poster about sports. ☆☆	I helped my group to make a poster about sports and present it. ☆☆☆



Play time

1 Trace and color

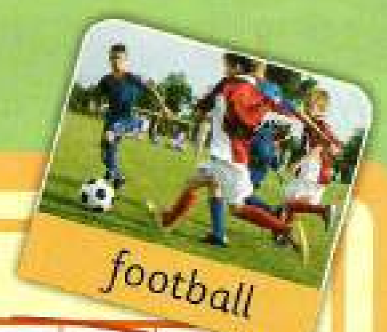


Play time



1 Find the words


tennis
karate


football

y	u	x	u	o	p	r	b	a	l	l
f	g	f	o	o	t	b	a	l	l	d
n	p	o	t	c	e	r	s	r	t	b
l	h	g	h	h	o	h	e	s	h	d
r	w	f	n	k	k	b	b	p	r	m
a	u	a	h	c	l	n	a	e	o	y
c	x	k	i	c	k	e	l	w	w	u
k	n	e	t	d	d	r	l	g	i	r
e	o	b	m	k	a	r	a	t	e	n
t	y	t	e	n	n	i	s	n	m	b


throw

hit




ball


racket


kick

Teacher assessment    

Unit 5 My day



1 Look, listen and read







Reading and writing

Unit 5

1 Read and circle the correct word

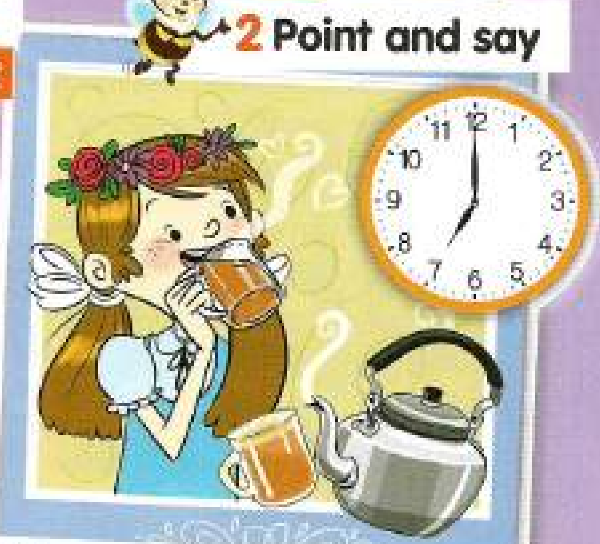
1



It's six thirty. I eat / drink bread.

2 Point and say

2



It's seven o'clock. I eat / drink tea with milk.

3



It's three o'clock / three thirty. I enjoyed my school day.

4



It's nine o'clock / nine thirty. It's time to go to bed.

3 Listen and complete

It's 6:30 in the morning. It's time for .... I eat .... and drink .... At .... o'clock I go to school. We stand in line at .... I go .... at two o'clock. I .... my school day!

4 Sing

Vocabulary: *eat, drink, play, table, clock, enjoyed, tea, milk*
Language: *It's (six thirty).*

Daily routines



1 Look, listen and complete



1 Hana gets up at ....



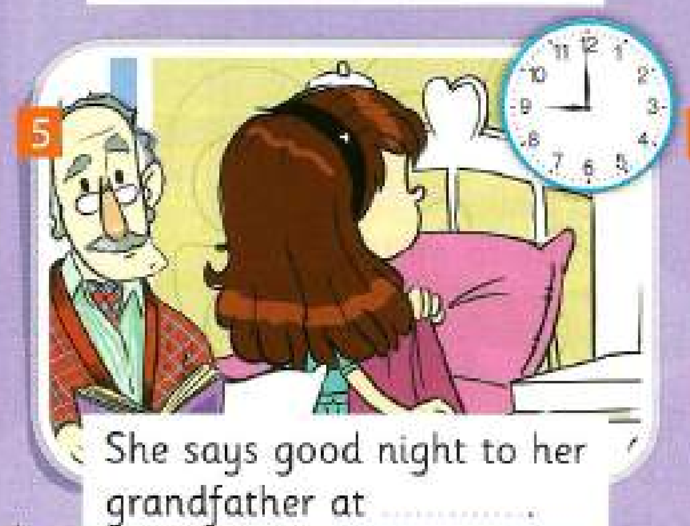
2 She goes to school at ....



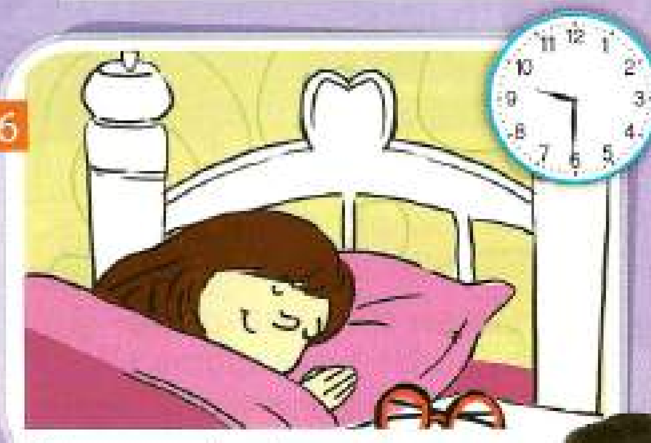
3 She goes home at ....



4 She eats lunch at ....



5 She says good night to her grandfather at ....



6 She goes to sleep at ....



2 Point and say what Hana does

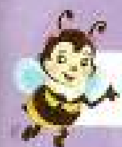
Hana gets up at 6.30.

Language: *go to bed / get up / eat lunch / sleep / says good night / go home. Hana gets up at 6.30.*

Usage

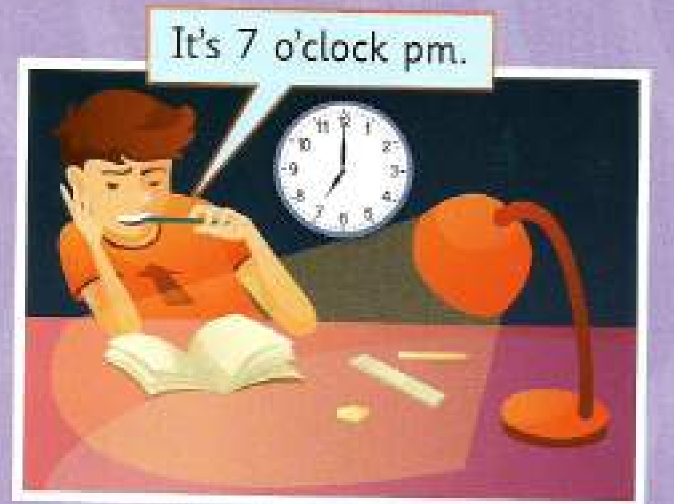
What time is it?





1 Look, read and say







2 Listen and draw the times

1

2



3



4



3 Now write

1 It's ....

2 It's ....

3 It's ....

4 It's ....

Language: *What time is it? It's six o'clock. It's five thirty am.*

Story

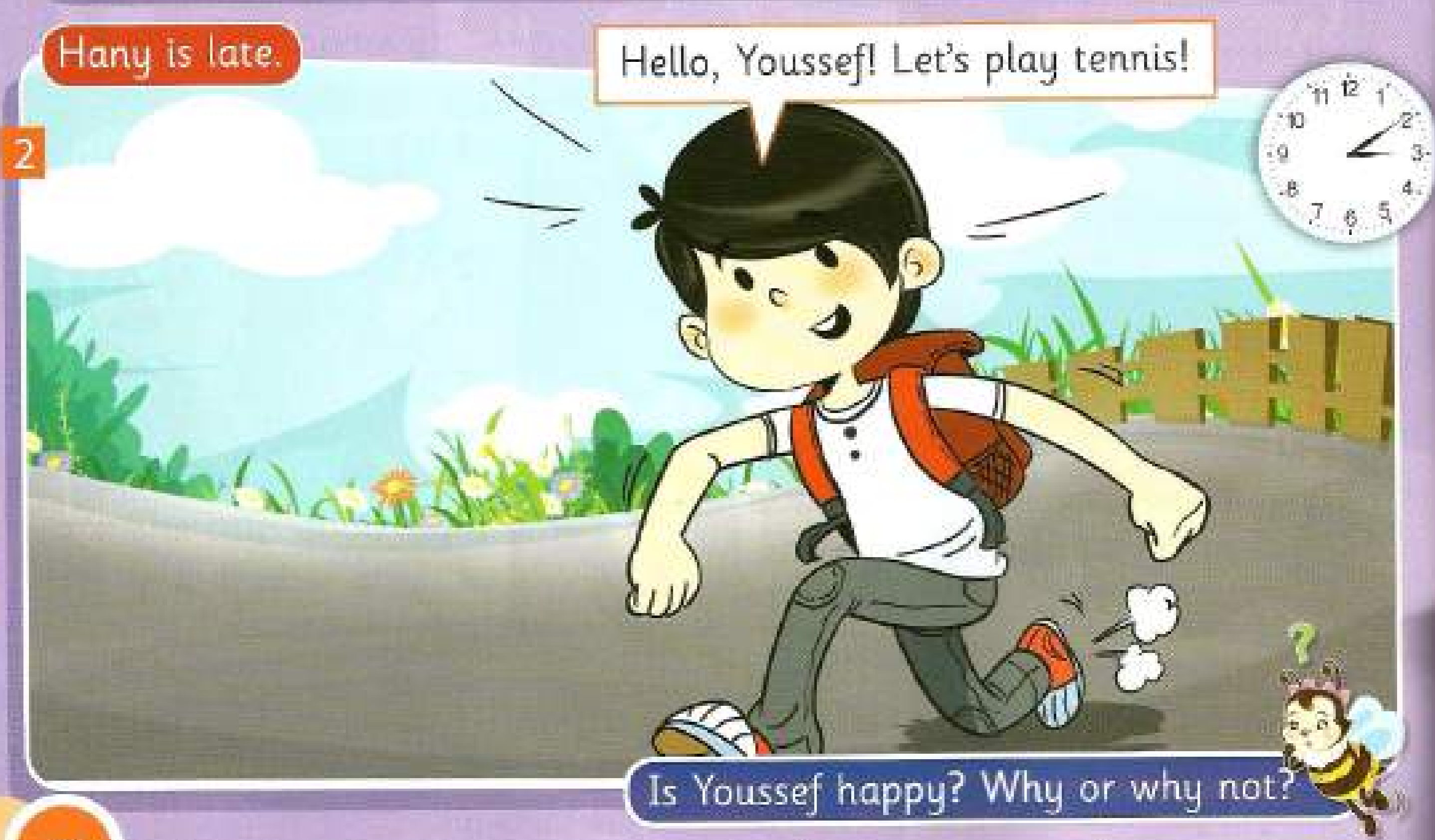
Talking about your day



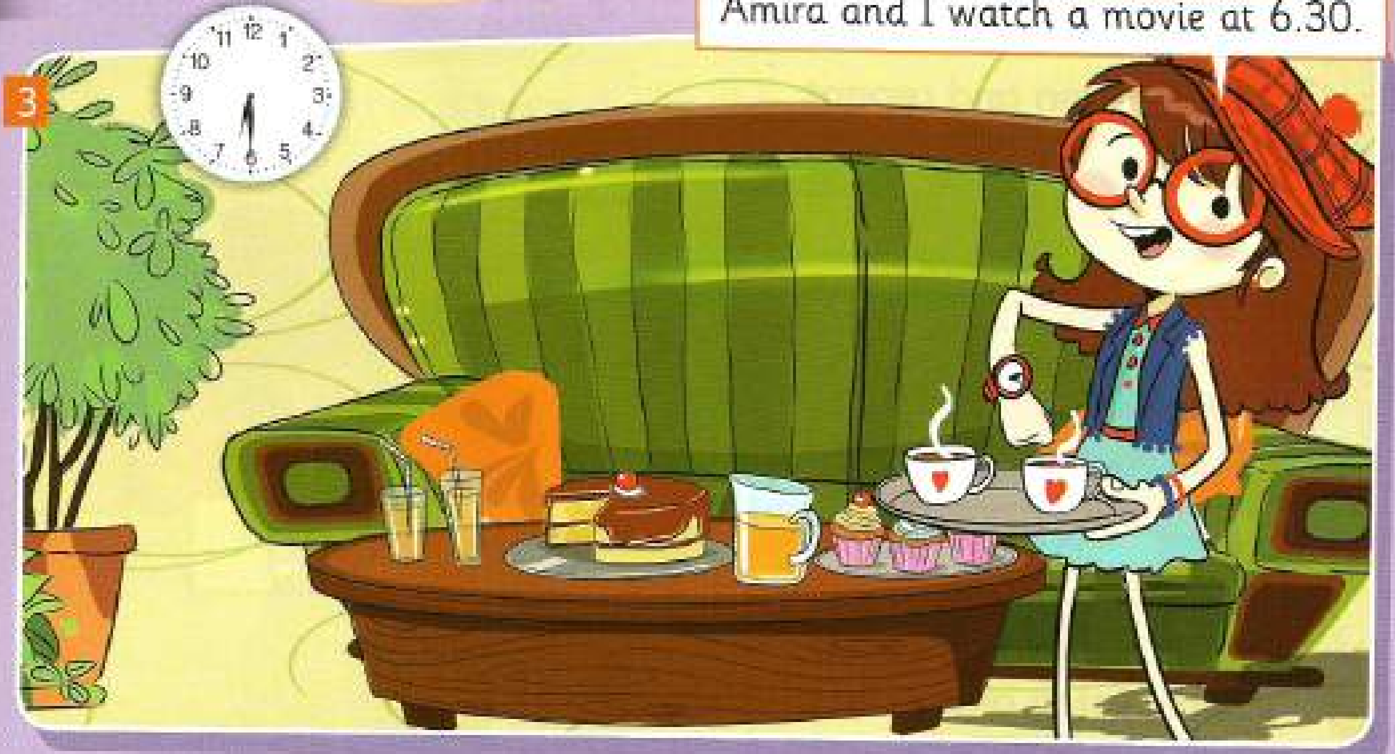
1 Look, listen and read



Hany is late.



Is Youssef happy? Why or why not?



4

It's six thirty.

Hello Hana! Let's watch the movie!

Is Hana happy? Why or why not?



2 Now circle the correct answer

1 What time does Hany arrive?
at 3 after 3

2 What time does Amira arrive?
at 6.30 after 6.30

3 Who is on time?
Amira Hany

Self-management: Recognizing the importance of good time keeping



3 Role-play



Learn sounds with Busy Bee!



1 Look, listen and repeat







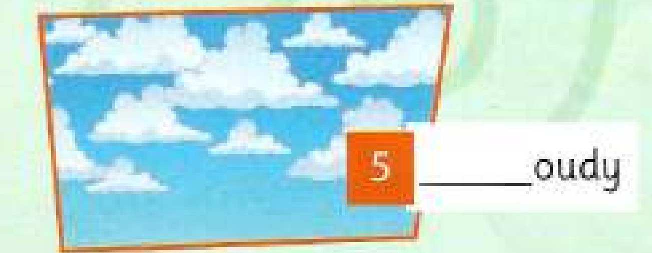
2 Look, listen and write pl or cl













abcdefghijklmnopqrstuvwxyz

Phonics: the *pl* and *cl* sounds



Learn to write with Busy Bee!



1 Look, read and trace the sentences



1

I play with clay.



2

Can I play with your plane, please?



3

There is a clock in the classroom.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Writing



1 Listen and number



2 Write using these words

goes to school · eats lunch · ~~gets up~~
plays with friends · goes home · watches television

a



☐ She .... at ....

b



1 Busy Bee gets up at six thirty.

c



☐ Busy Bee .... at ....

d



☐ She .... at ....

e



☐ Busy Bee .... at ....

f



☐ She .... at ....



3 Listen again and check

Connect with Science: The solar system

Unit 5

1 Listen and number in the correct order

The solar system

1 Mercury
Venus
Earth
Mars
Jupiter
Saturn
Uranus
Neptune

2 Listen and read

There are eight planets in our solar system. Jupiter is the biggest planet. Venus is the smallest. Mars is red. Earth is blue and green. Mercury is near to the sun. Neptune is far.

3 Read and match

1 Mercury   2 Mars   3 Venus   4 Jupiter   5 Earth

a the smallest plant   b the biggest planet   c red

d near the sun   e blue and green

Project: A planet hanger



1 Work in groups. Make and color



Draw, color and cut out pictures of planets.
Hang your planets on a coat hanger.

Show and tell

Unit 5



Language: *These are the planets...*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read about daily activities with the help of my teacher. ☆	I can read about daily activities on my own. ☆☆	I can read, talk and write about my daily activities. ☆☆☆
Phonics 	I can read words with *pl* and *cl* letter sounds with help. ☆	I can read the words with *pl* and *cl* letter sounds on my own. ☆☆	I can read and write words with the *pl* and *cl* letter sounds on my own. ☆☆☆
Life skills  	I have problems keeping time. ☆	I sometimes keep time. ☆☆	I always keep time. ☆☆☆
Science /Math 	I can identify most planets with the help of my teacher. I use the clock to tell time with help. ☆	I can identify and read about planets clearly. I use the clock to tell time. ☆☆	I can read and write about planets clearly. I can use the analog clock to talk about daily activities. ☆☆☆
Project 	I worked alone to make a planet hanger. Some of my presentation was clear. ☆	I worked with my group to make a planet hanger. Most of my presentation was clear. ☆☆	We helped each other to make a planet hanger. My presentation was clear. ☆☆☆

Play time



1 Look, read and trace the sentences

1



It's four o'clock.

2



It's seven thirty.

3

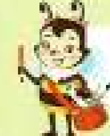


It's nine o'clock.

4



It's five thirty.



1 Complete the crossword of the planets

~~Mars~~ Venus Earth Mercury Uranus Jupiter

							6					
						1	M	a	r	s		
					2	V						
3	J											
						4	U					
				5	E							



2 Find, then write the planet in the shaded column in the crossword



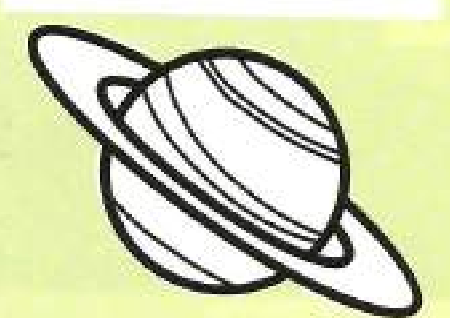
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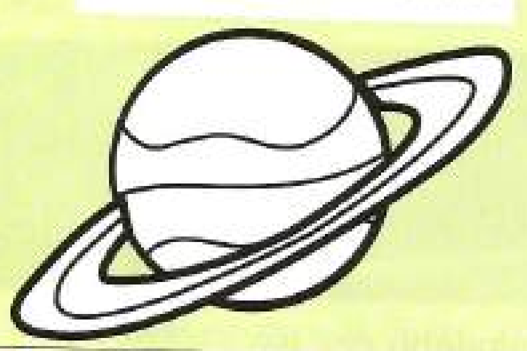


3 Which two planets are missing? Color them

1 ....

2 ....

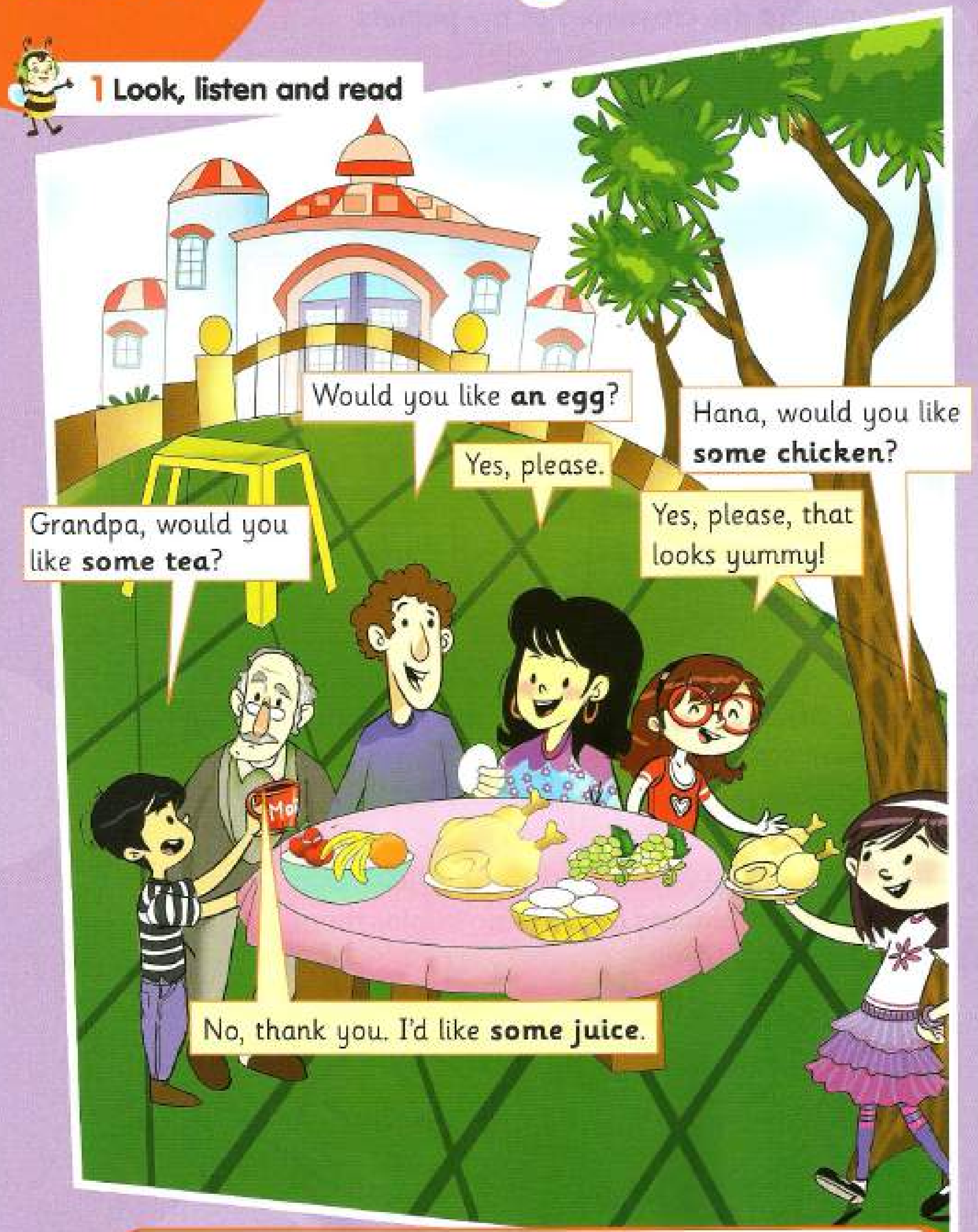




Teacher assessment    

Unit 6 Healthy lunches

1 Look, listen and read



Vocabulary: *egg, tea, chicken, juice*

Language: *Would you like some ... ? Yes, please. No, thank you.*

Listening



1 Listen, point and say


milk


a burger


chicken


fries


fruit


grapes


ice-cream


juice


water

2 Sort and write

Food	Drinks
....	....
....	....
....	....
....	....
....	....

My favorite food is ....



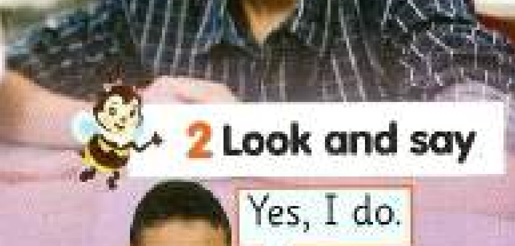
3 Sing

Vocabulary: *a burger, fries, ice-cream, milk, fruit, grapes, water, juice, chicken*

Usage



1 Ask, answer and complete



2 Look and say

Tamer, do you like bread?

Yes, I do.

Name	bread	burgers	chicken	fries	ice-cream
Tamer	✔	✘	✔		

Tamer likes bread. He doesn't like burgers.

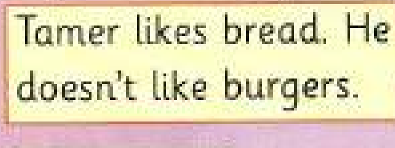


3 Read and match

I'm hungry.



I'm thirsty.

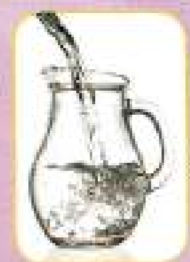












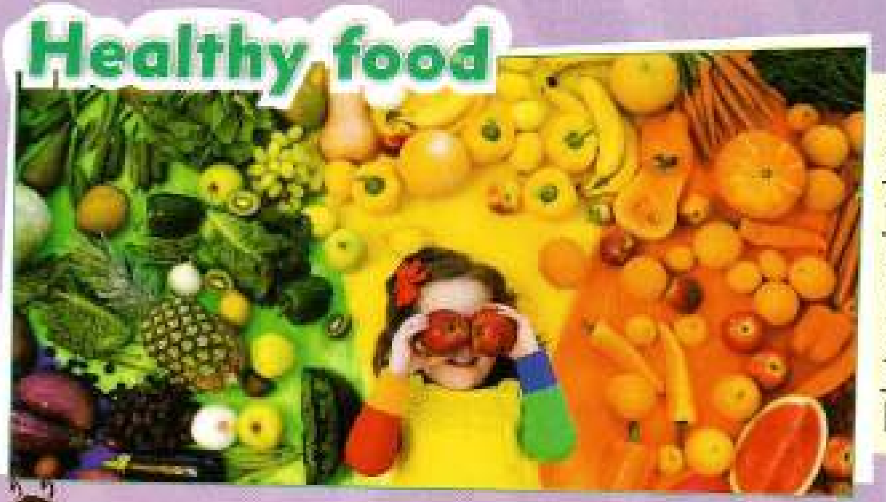


Language: *He / She likes ....*
I'm hungry. I'm thirsty.

Healthy and unhealthy food



1 Look and read



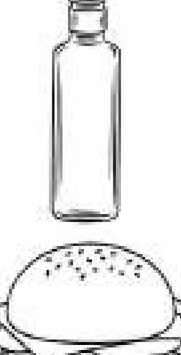
It's good to eat healthy food. Healthy food like fruit and vegetables help our bodies and our teeth. Unhealthy food is not good for our bodies. It does not help our bodies grow.

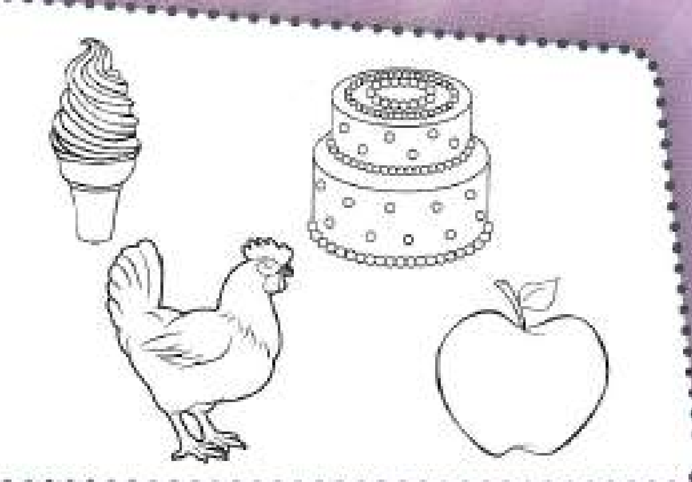
2 Circle the correct answer

1. If something is healthy, it is **good / bad** for you.
2. Healthy food **helps / doesn't help** our bodies.

3 Color the healthy food







4 Read and complete

I like .... It's healthy. I don't like .... It's ....

Issues: Preventative health

Story



1 Listen and repeat









2 Role-play the scene



3 Which foods are healthy and which are unhealthy? Look and say

Life skills: Collaboration: Making a healthy lunch



1 Listen and read. Draw a circle around the title

A new supermarket in Zagazig

There is a new supermarket in town. It opened yesterday morning. It is very big. It is near Zagazig Primary School. It sells healthy food. Many people went **there** yesterday. They bought meat, chicken, bread, eggs, grapes, juice and many other things.





2 Read and put a (✓) or (✗)

a The new supermarket is in Aswan. ( )
b It is near a primary school. ( )
c It opened yesterday afternoon. ( )



3 Read and circle

a '**There**' in line 6 means: the **supermarket / school**.
b What is the opposite of big? **(small / sad)**.
c The supermarket **sells / doesn't sell** healthy food.

Connect with Social Studies:
Places in town

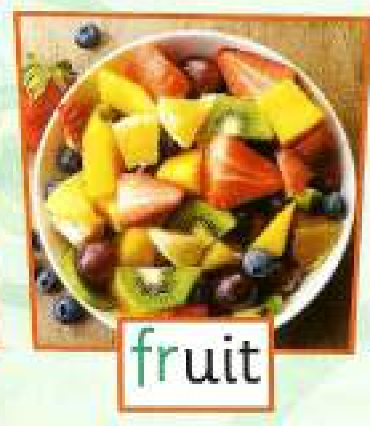


Learn sounds with Busy Bee!



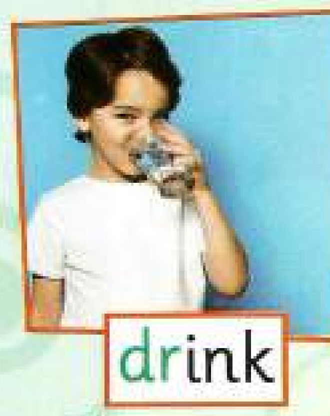
1 Look, listen and repeat

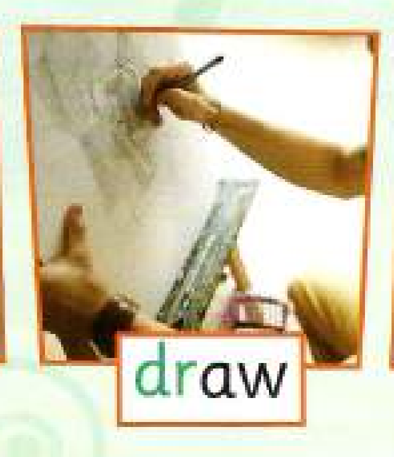

fries


fruit


friends


frog


drink


draw


dress


drum



2 Look and write the words





Phonics: the *fr* and *dr* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z

fr dr

Learn to write with Busy Bee!

1 Listen, read and complete

1



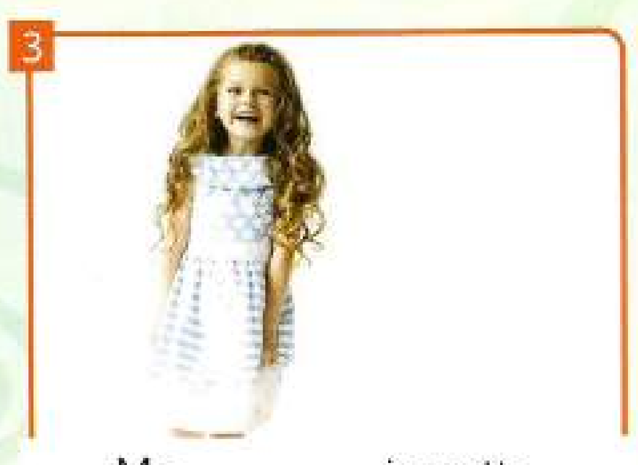
Burgers and .... are unhealthy.

2



The .... is green.

3



My .... is pretty.

4



The .... is yummy.

5



I .... my cat.

6



I .... water when I'm thirsty.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Connect with Science: hard and soft materials



1 Look and read



2 Is it hard or soft? Touch and say

A teddy bear is soft.

A tennis ball is hard.

Cotton is soft.

a car

a cucumber

a book



3 Read and circle



1 It's hard / soft.



2 It's hard / soft.



3 It's hard / soft.



4 It's hard / soft.

Vocabulary: *hard, soft*



Hard and soft



1 Look and sort

~~car~~	~~teddy bear~~	book	cucumber
date	cotton	ice-cream	cake

hard	soft
car 	teddy bear 



2 Point and say

Project: A healthy food plate



1 Make a healthy food plate. Work in groups

Draw or cut and stick pictures of healthy food on a paper plate.
Write your name on the plate.

Show and tell

Unit 6



1 Show and tell



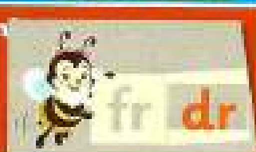


Language: *This is my healthy plate.*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read about foods and drinks with the teacher's help. ☆	I can read about foods and drinks on my own. ☆☆	I can talk and write about foods and drinks and likes and dislikes. ☆☆☆
Phon 	I can read words with *fr* and *dr* letter sounds with the help of my teacher. ☆	I can read the words with *fr* and *dr* letter sounds on my own. ☆☆	I can read and write words with the *fr* and *dr* letter sounds. ☆☆☆
Life skills 	I rarely eat healthy food and drinks. ☆	I sometimes eat healthy food and drinks. ☆☆	I always eat healthy food and drinks. ☆☆☆
Science /Math 	I can identify hard and soft material objects with the help of my teacher. ☆	I can identify hard and soft material objects on my own. ☆☆	I can sort different objects into soft and hard material groups. ☆☆☆
Project 	I worked alone to make a healthy food plate. I had some problems presents my healthy food plate. ☆	I worked with my group to make a healthy food plate. I talked about my healthy food plate. ☆☆	We helped each other to make a healthy food plate. I talked about my healthy food plate clearly. ☆☆☆

Play time



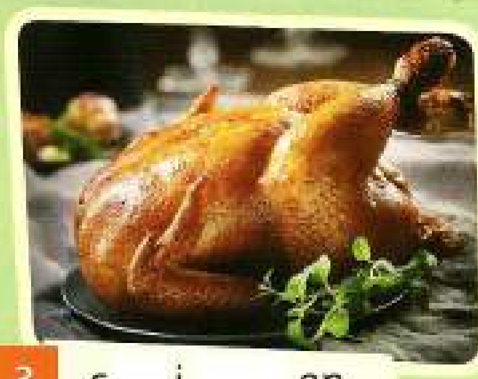
1 Complete the food and drink words



1 f r i es



2 g _ ap _ _



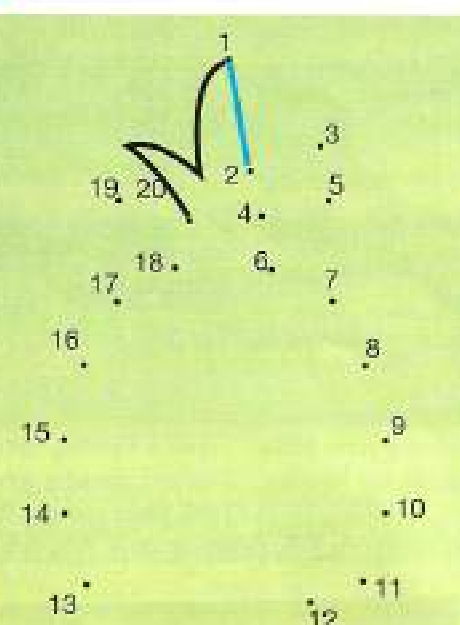
3 c _ i _ _ en

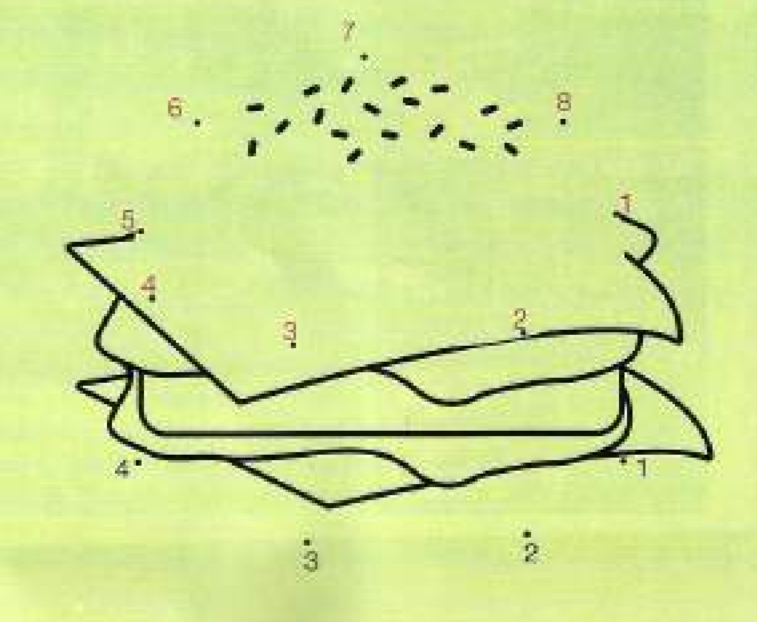


4 _ a _ _ r



2 Join the dots to make the food. Then color the healthy food





Play time

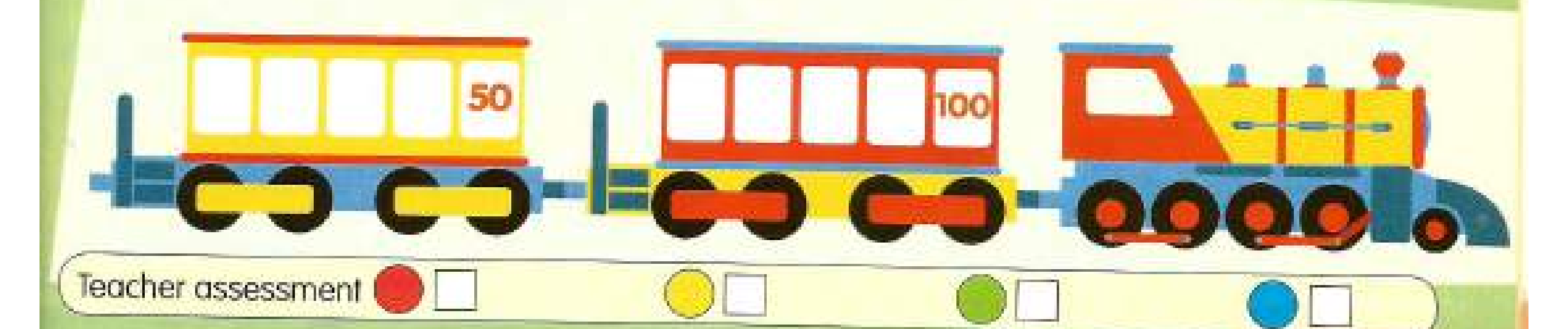




1 Color the hard objects blue. Color the soft objects red



2 Write the numbers



Teacher assessment

Review 2



1 Read and write

1

swimming	basketball	football	karate	tennis



....



....



....



....



....

2

eat lunch	get up	go to school	drink	go to sleep



....



....



....



....



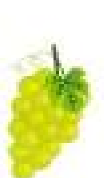
....

3

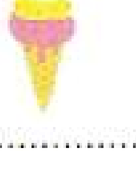
ice-cream	chicken	juice	grapes	bread	a burger	fries



....



....



....



....



....

....

....

Revision of vocabulary from Units 4–6

Review 2



1 Complete and say

① 10 + 20 = 30

② 30 + 50 = ______

③ 20 – 10 = ______

④ 80 - 40 = ______

⑤ 40 – 10 ______

⑥ 70 + 20 = ______



2 Look, trace and write

10 ten

20 ....

30 ....



40 ....

50 ....

60 ....



70 ....

80 ....



90 ....

100 ....

Revision of math from Units 4-6

Review 2



1 Listen, read and complete



2 Color

Uranus Mercury Saturn Earth Mars Jupiter Neptune Venus

1 

....

2 

....

3 

....

4 

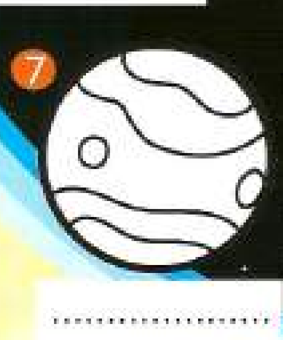
....

5 

....

6 

....

7 

....

8 

....





3 Point and say

Revision of Science from Units 4-6

Self Assessment

Review 2



1 Tick what you can say

Now I can ...

talk about sports



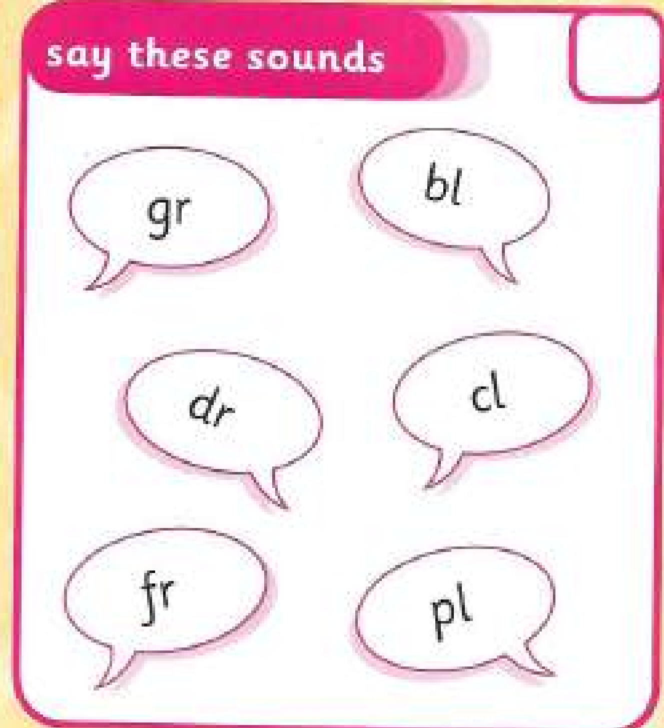
talk about my day



talk about food



say these sounds





Retold by Nicola Gardner
Illustrated by Nathalie Ortega

Picture Dictionary

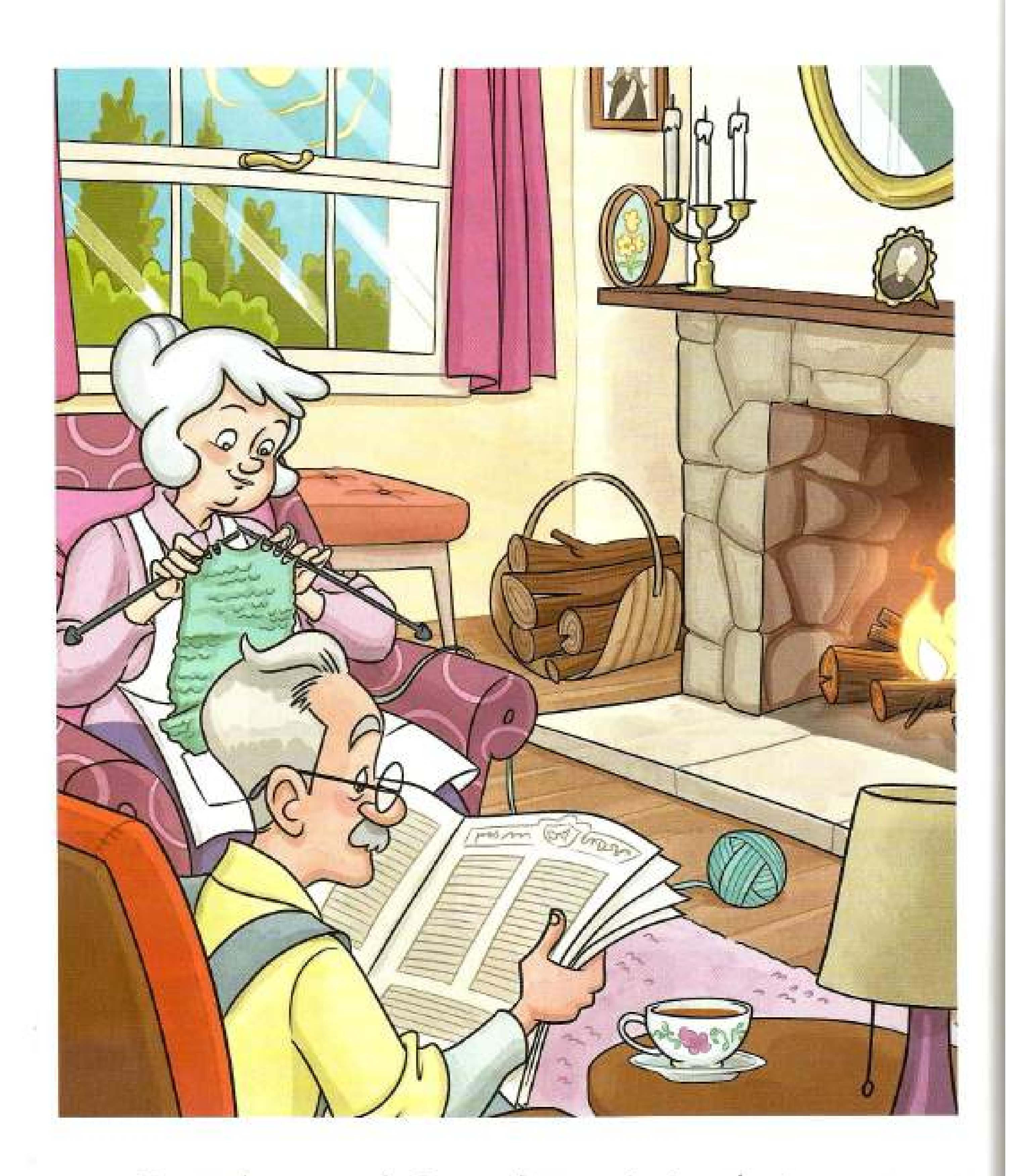


gingerbread man



oven

river



Grandpa and Grandma sit in their house.



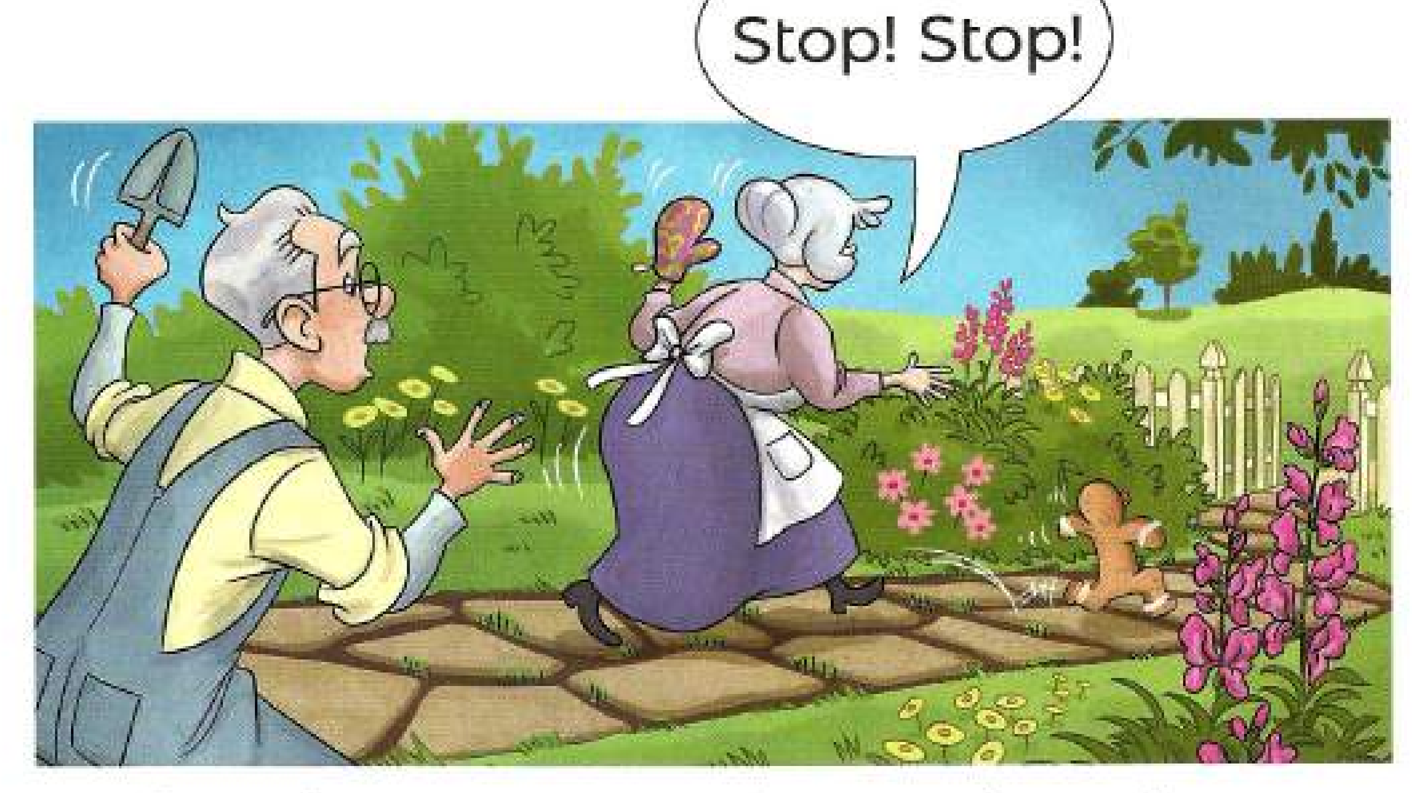
It's 11.30. They are hungry.
Grandma makes a gingerbread man.



She opens the oven. The gingerbread man jumps out.

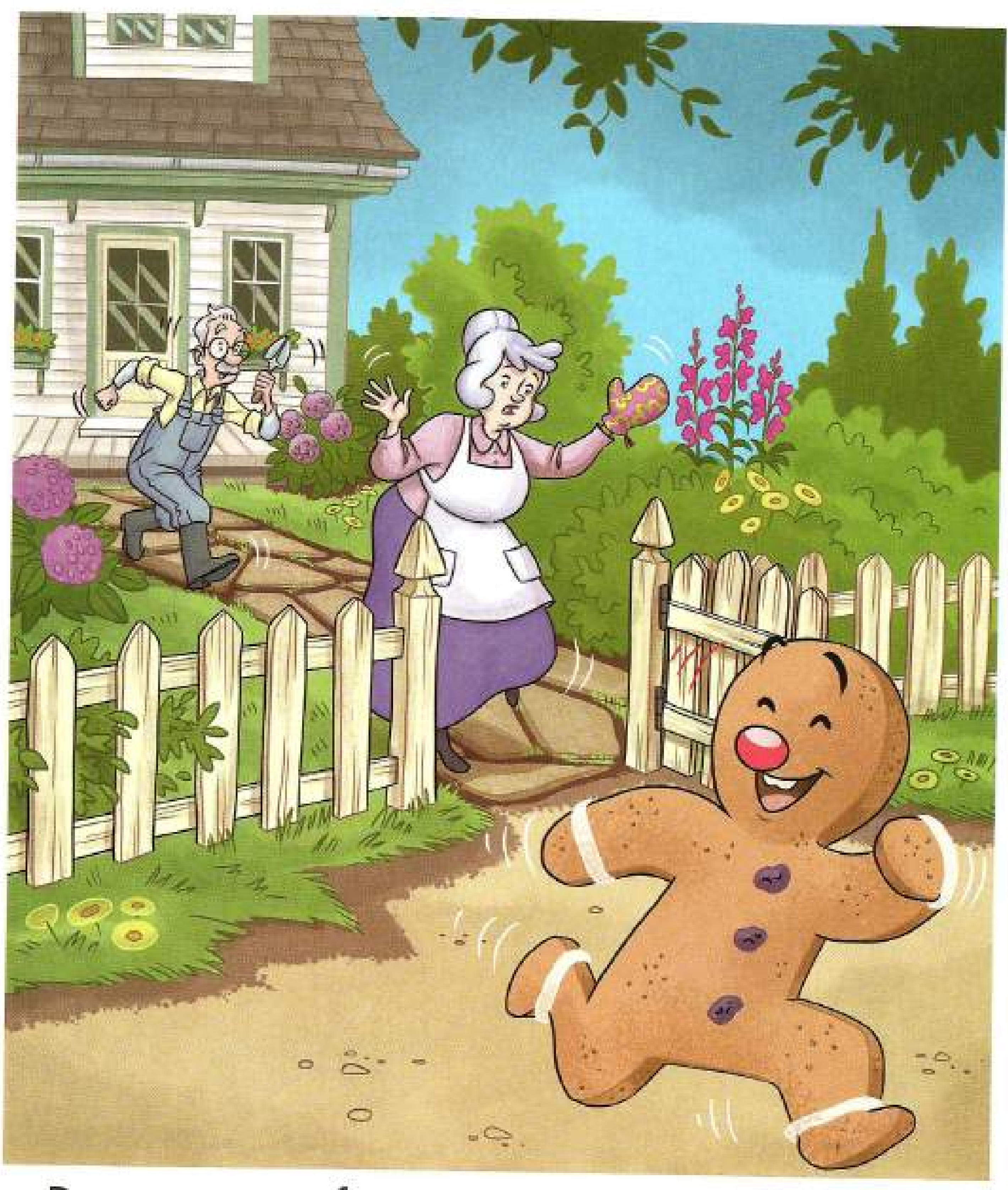


The gingerbread man runs into the garden.

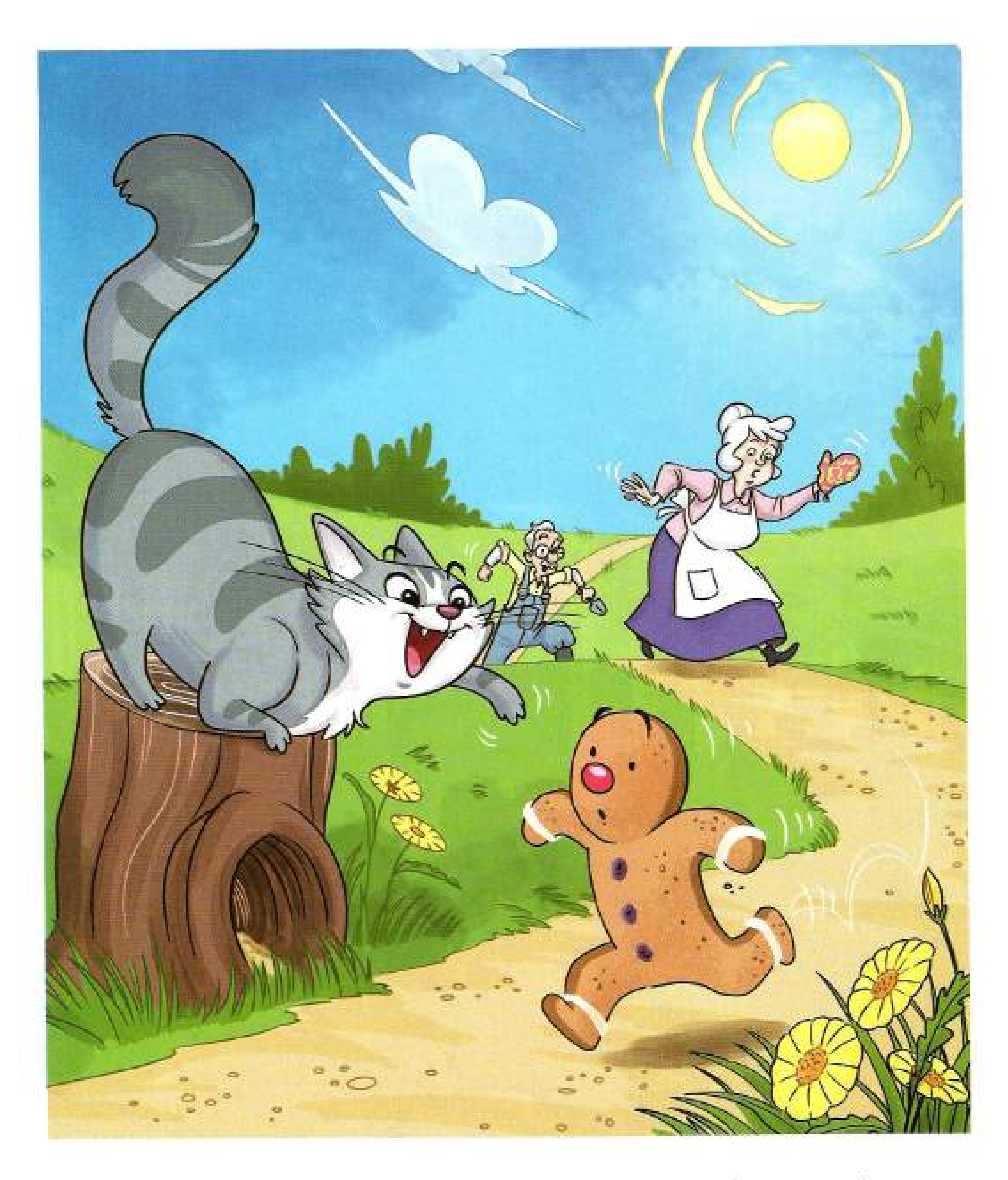


Grandpa jumps up. He runs into the garden.

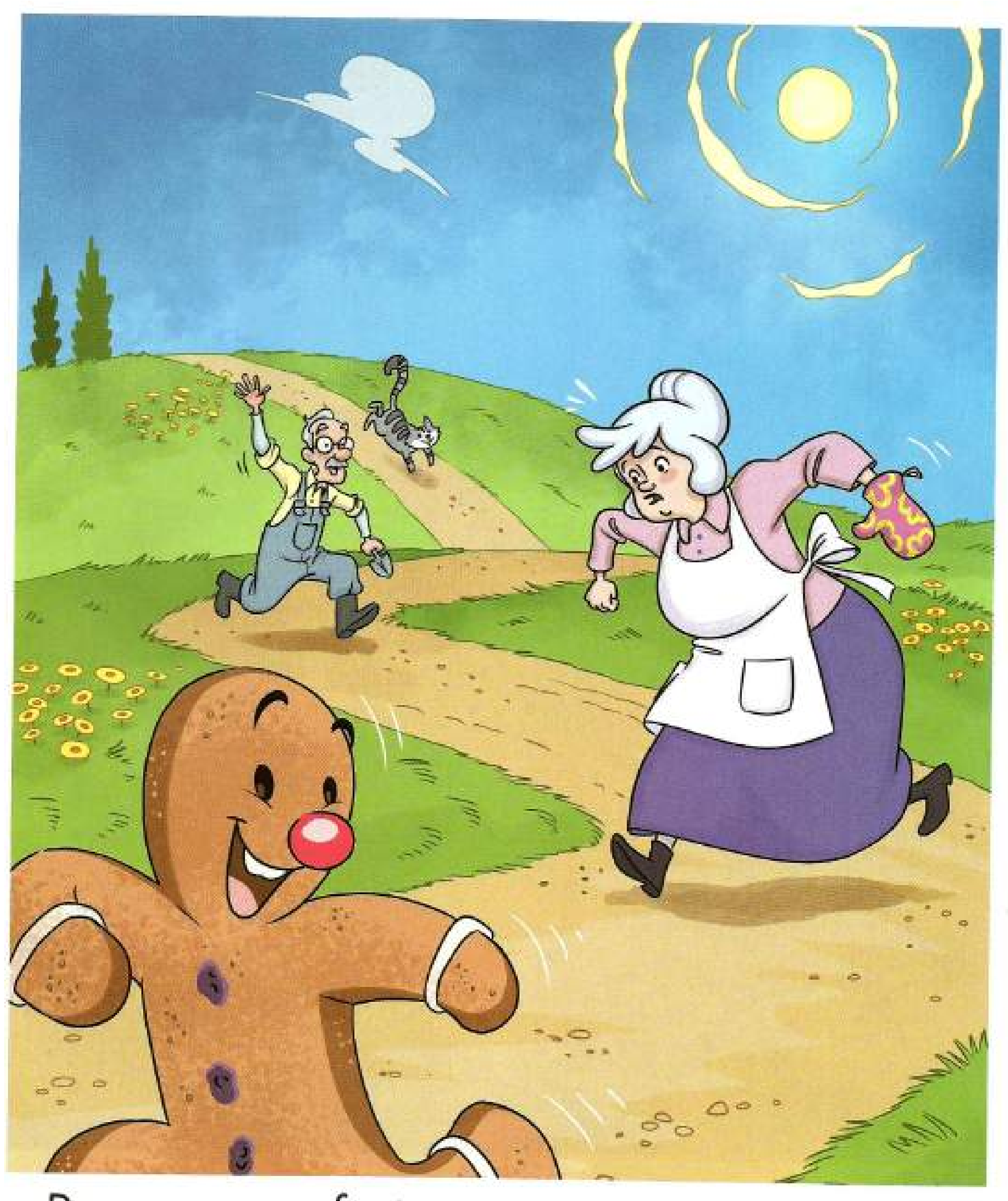




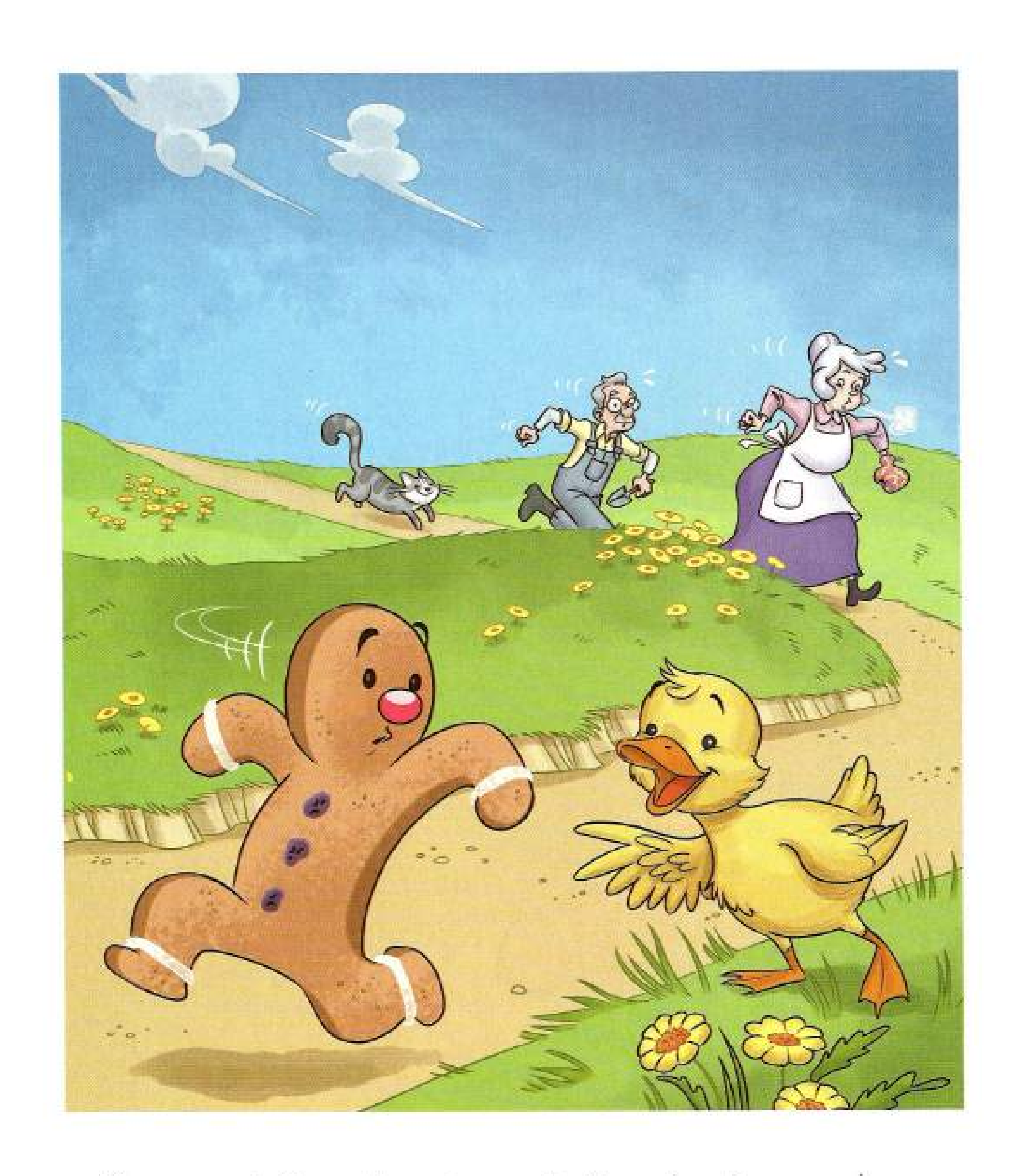
Run, run, as fast as you can!
You can't catch me, I'm the
gingerbread man.



Yummy! Can I eat you? You look good to eat.



Run, run, as fast as you can!
You can't catch me, I'm the
gingerbread man.



Yummy! Can I eat you? You look good to eat.

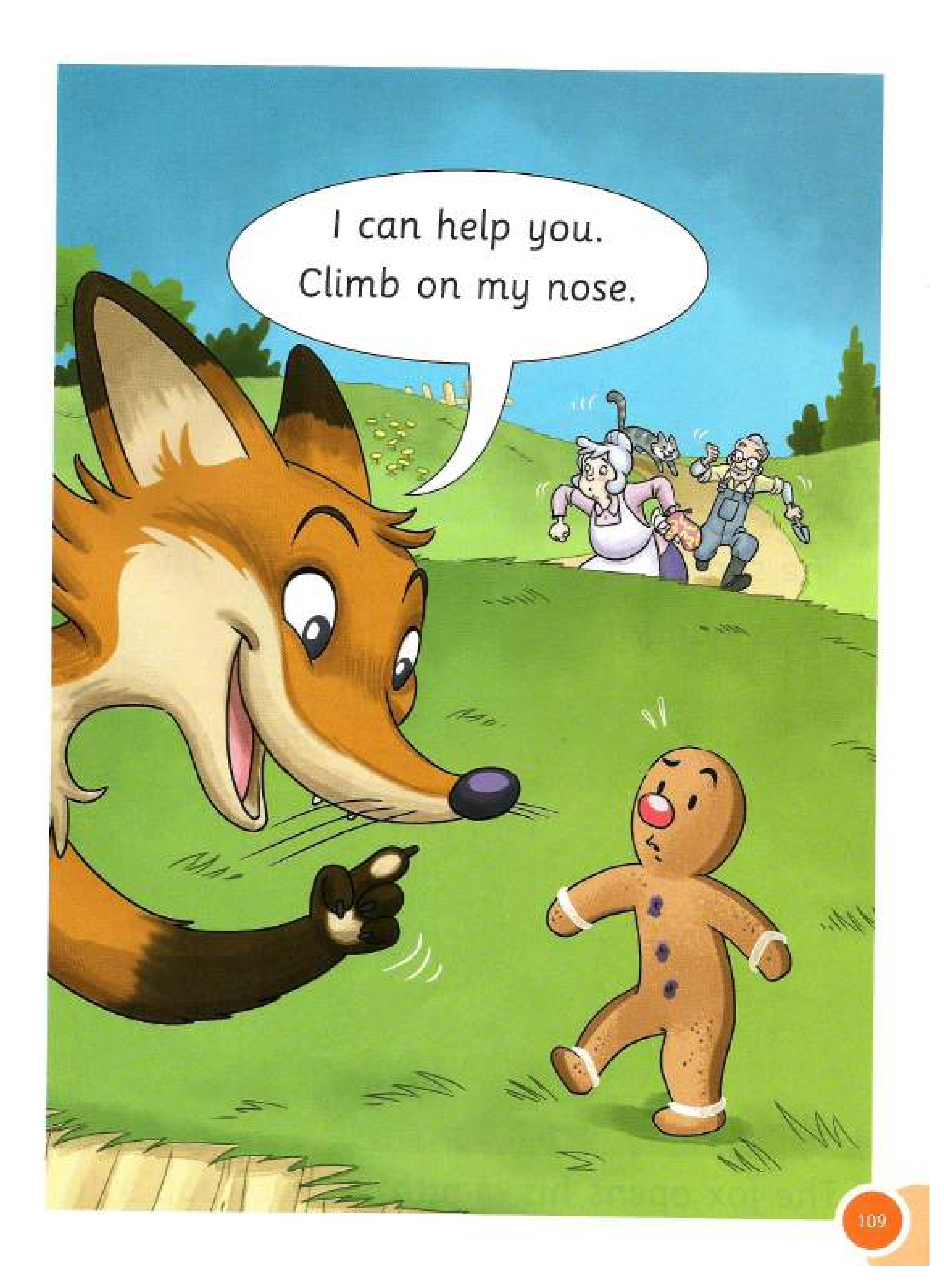


Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.

Oh no! A river!

The gingerbread man comes to a river.




I can help you.
Climb on my nose.



The sun is high. The river is quiet. The fox is hungry.



The fox opens his mouth.



I've got you! Let's go home.



Grandma, Grandpa and the gingerbread man are happy.

Events in the story



1 Look, find and circle the people and animals

gingerbreadmangrandpagrandmaducklingfoxcat



2 Who says what? Read and match

1 The gingerbread man



2 fox



3 Grandma



4 cat



a Yummy! Can I eat you?

b You can't catch me.

c Climb on my nose.

d Let's go home.



3 Read and complete

opens eat hungry garden

1 Grandma and Grandpa are ....
2 The gingerbread man runs into the ....
3 The fox .... its mouth to eat the gingerbread man.
4 The cat wants to .... the gingerbread man.

Story

The Gingerbread Man



1 Read and put the pictures in the correct order

a



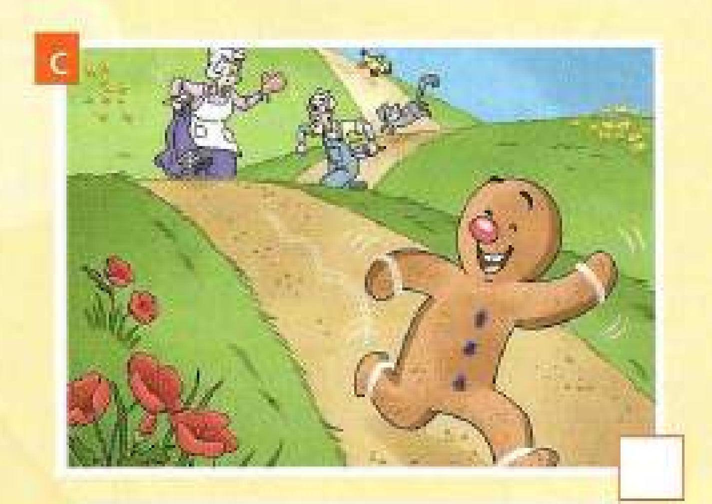
Grandma, Grandpa and the gingerbread man are happy.

b



It's 11.30. They are hungry. Grandma makes a gingerbread man.

c



Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.

d



The gingerbread man runs into the garden.

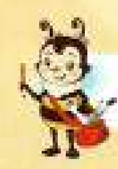
The Gingerbread Man





1 Read and put a (✓) or (✗)

1. The gingerbread man jumps out of the oven. ( )
2. The duckling eats the gingerbread man. ( )
3. Grandma and Grandpa eat the gingerbread man. ( )



2 Read and trace

Grandma, Grandpa and the gingerbread man are happy.



3 Draw and complete

I liked ....

I didn't like ....

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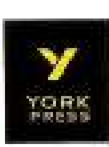
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